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6

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머 리 말

위대한 령도자 **김정일**대원수님께서는 다음과 같이 말씀하시였다.

《자라나는 새세대들이 중등일반교육에서 주는 기초과학분야의 일반지식과 한가지이상의 외국어를 소유하게 되면 유능한 기술자, 전문가로 될수 있는 과학리론적기초를 튼튼히 닦을수 있습니다.》

위대한 령도자 **김정일**대원수님께서 중학교단계에서 한가지이상의 외국어를 소유할데 대하여 주신 말씀을 높이 받들고 6학년영어교과서는 학생들이 영어로 듣고 말하고 읽고 쓰는 기능을 높은 수준에서 완성할수 있게 편성되였다.

교과서는 두개의 편으로 구성되였다.
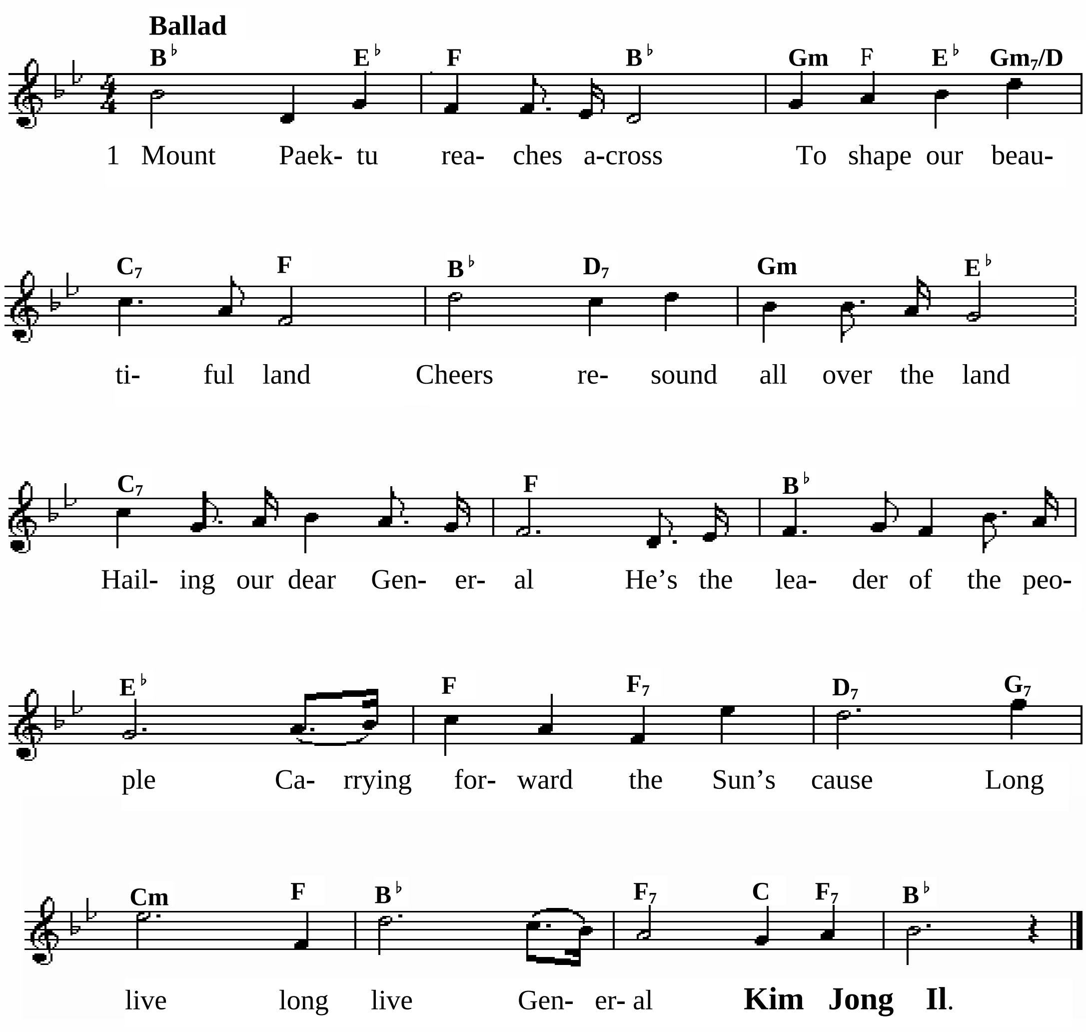
I편에서는 위대한 수령님과 경애하는 장군님의 위대성자료 그리고 학교생활과 가정생활, 사회생활, 세계상식자료와 과학기술상식자료들로 본문을 구성하여 이미 배운 영어지식을 기초로 하여 영어어휘 및 문법지식을 부단한 반복련습을 통하여 공고히 하고 창조적사고능력을 높이며 언어교제활동을 보다 능동적으로 할수 있게 하였다.

이와 함께 듣고 말하는 능력을 충분히 갖출수 있도록 록음자료들을 안받침하여주었다.

II편에서는 위대한 수령 **김일성**대원수님의 회고록《**세기와 더불어**》와 위대한 령도자 **김정일**대원수님의 불후의 고전적로작 그리고 영문으로 된 소설과 여러 분야의 기초과학기술자료들로 본문을 구성하였으며 입말련습, 어휘련습, 문법련습, 글쓰기련습과 같은 다양한 련습을 통하여 해당 본문을 언어실천에서 충분히 활용할수 있게 하여 여러가지 일반적인 과학기술도서들과 간단한 문학작품을 높은 수준에서 읽고 번역하며 자기의사를 영어로 자유자재로 표현할수 있는 영어지식과 실천능력을 소유할수 있게 하였다.

학생들은 위대한 령도자 **김정일**대원수님의 말씀을 가슴깊이 새기고 배우고 배우고 또 배워 학교기간에 한가지이상의 외국어를 완전히 소유하여야 할것이다.

Song of General Kim Jong Il



1. Mount Paektu reaches across
   To shape our beautiful land.
   Cheers resound all over the land
   Hailing our dear General.
   He’s the leader of the people
   Carrying forward the Sun’s cause.
   Long live, long live, General **Kim Jong Il**.

2. All blossoms on this earth
   Tell of his love, broad and warm.
   Blue East and West Seas sing
   His exploits in their song.
   He is the artist of great joy
   Glorifying the garden of Juche.
   Long live, long live, General **Kim Jong Il**.

3. Socialist cause he defends
   With iron will and courage.
   He raises national honour
   Far and wide throughout the world.
   He is the champion of justice
   Standing for independence.
   Long live, long live, General **Kim Jong Il**.

위대한 령도자 **김정일**대원수님의 명언

Aphorisms of the Great Leader Generalissimo **Kim Jong Il**

《시국이 좋을 때에는 돋보이지 않아도 시국이 어려울 때 돋보이는 사람이 충신이다.》

"A loyal person stands out not in a good situation but in a difficult one."

《충신의 입은 마음에 있고 간신의 마음은 혀끝에 있다.》

"The loyal man's mouth is in his heart, while a knave's heart is on the tip of his tongue."

《일은 사람들이 하는것이며 혁명은 대중이 하는것이다.》

"Work is done by people; revolution is carried out by the masses."

《사람의 아름다움은 용모에 있는것이 아니라 사상에 있다.》

"Charm lies in one's ideas, not in one's looks."

《독자성이 없으면 새것을 창조할수 없다.》

"Without independence of mind one can create nothing new."

《남의 집에 있는 금덩어리보다 자기 집에 있는 쇠덩어리가 낫다.》

"A scrap of iron in your own house is better than a lump of gold in your neighbour's."

《인간은 자기를 알면 혁명가가 되고 자기를 모르면 노예가 된다.》

"Self-knowledge makes one a revolutionary; lack of it makes one a slave."

《창조해놓고 후회하지 말고 창조하기전에 심사숙고하라.》

“To avoid regret after creating something; think twice before you create it.”

《글은 비록 남의 나라 글을 읽어도 정신만은 제나라에 있어야 한다.》

“Reading foreign writings should not turn our minds from our own nation.”

《인간을 사랑할줄 모르는 사람은 혁명을 할수 없다.》

“A man with no love for people can never make revolution.”

《참된 애국은 조국통일을 위한 투쟁속에 있다.》

“Genuine patriotism is manifested in the struggle for national reunification.”

《량심은 행동의 거울이며 거짓과 진실을 판결하는 기준이다.》

“Conscience mirrors one’s behaviour, and is the standard for telling truth from falsehood.”

《사색의 태만자는 큰 건달군이다.》

“He who neglects to think is nothing but a great loafer.”

《생활이 있는 곳에는 음악과 노래가 있기마련이다.》

“Life goes hand in hand with music and song.”

《우리의것을 사랑하고 귀중히 여기는것이 바로 조국애이며 주체이다.》

“Loving and treasuring our own things means patriotism and Juche.”

《후대들을 키우는 사업을 한걸음 늦추면 조국의 전진이 열걸음 떠진다.》

“Slowing down one step in the education of the younger generation means a ten-step delay in the advance of the country.”

《문학은 언어의 예술이다.》

“Literature is the art of language.”

PART I

Theme A **World Resources**

Unit 1

Topic and Language

The World's Population

1 *Discussion* People, everywhere

1.1 Where you live

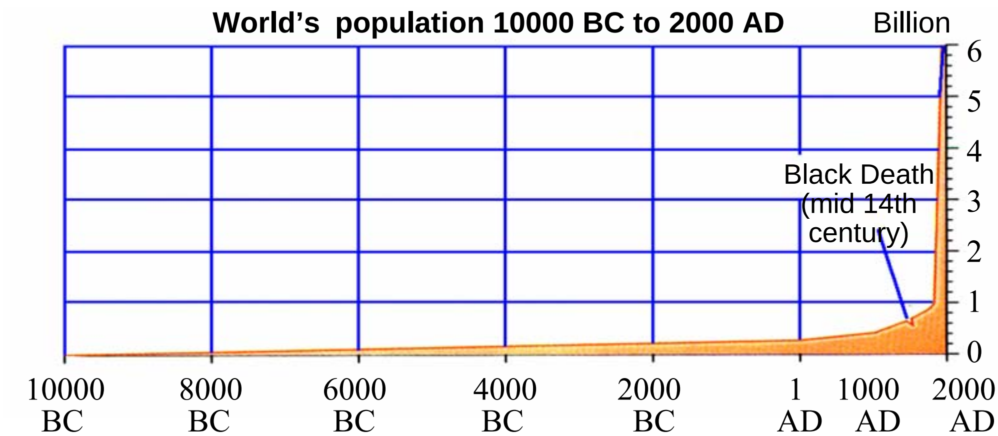


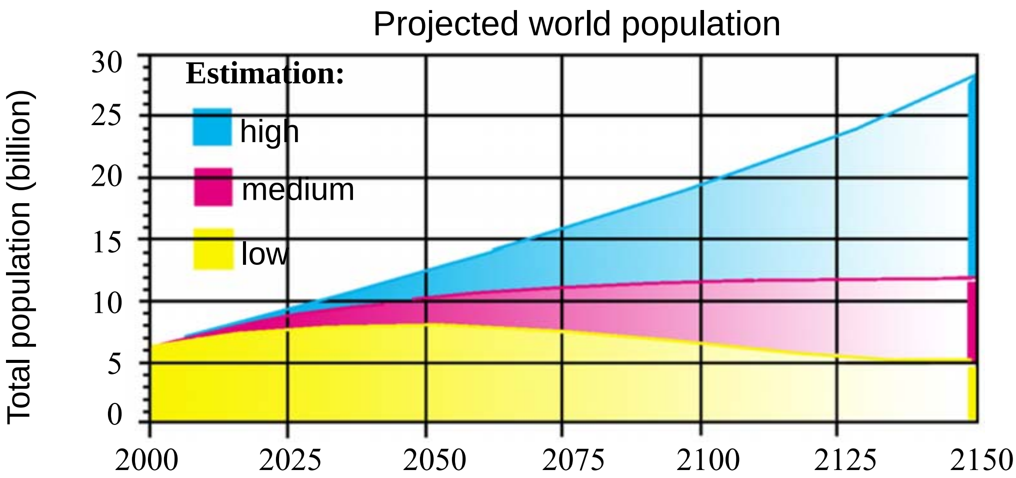


Look at the pictures. What is the population of the area where you live? Does it feel empty or crowded? Has the population increased or decreased in the last 10—20 years? Are there more or fewer young people? Where do you think it is more crowded—countryside or a city?

1.2 A population explosion?

Look at the graphs. How can you describe the growth in population? Tell the class your ideas.





Discuss the population between before and after the liberation of our country.

Is there any difference?

What about the life span before and after the liberation?

How do you presume about the future population?

2 *Reading* Preparing for the future

2.1 Learning from the past

Work in a small group. Skim the text very quickly and then note down anything you remember. Tell the others in your group.

2.2 Read carefully

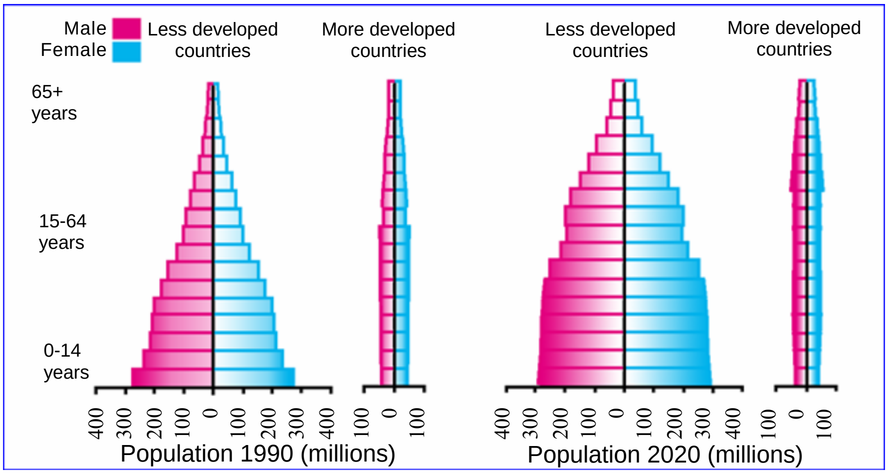
 Read the text carefully. Copy and complete the chart for each continent.

	Asia	Africa	Europe
problem			
reason			

What do you think is the *effect* of each problem?

Population Conference Learns from the Past

The population conference in Brasilia has now ended. One of the aims of the conference was for countries from each continent to look back at past experiences and to learn from them for the future.



In Asia

The problem in Asia is not just population growth but also overcrowding in many cities. Traditionally, most people have lived in the countryside, but within the next 25 years more than 65% will live in cities. If Asian countries had expected this kind of change 20 years ago, they would have tried to provide more work and better education in the countryside. This is starting to happen now.

In Africa

In Africa, the problems of the future will be very different. There, the population is doubling every 24 years. Many families continue to have large numbers of children to look after older people and to help on the land. However, better medical services have increased life expectancy and more children survive to become adults. Research shows that the size of the family is connected with the standard of women's education. If more girls had gone to school in the last 20 years, family size in Africa would probably not have continued to be so big.

In Europe

Population problems are different in different parts of the world. For example, in many European countries the population is getting older. The birthrate is very low because many young people have only one child or none at all. People are living longer, too. By 2050 around 25% of the population of some European countries will be over 60 years old. This change has happened very fast—within two generations. If governments had expected this change, they would have encouraged people to prepare more for old age. At the moment many old people are very lonely and very poor.

Inside the Text

A Check your understanding

Are these statements true, false or not in the text?

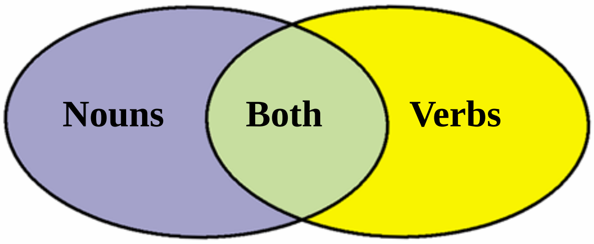
1. The conference was about Brazil.
2. In some parts of the world the population is increasing very fast.
3. Population problems are the same everywhere.
4. Medicine has changed population patterns.
5. Cities everywhere are becoming larger and larger.
6. Many old people are very poor in Europe.

B Nouns and verbs

Find these words in the text. Are they nouns or verbs in the text? Copy the diagram and write the words in the correct circle.

adult	aim	double	experience	generation
happen	help	increase	provide	research

Some of the words can be verbs and nouns. Which ones? Check your ideas in a dictionary and then write the correct words in the 'Both' section.



C Say it clearly! Intonation of question tags

➡ **Do you remember?**

Do you remember how to use question tags? If your voice goes down at the end, you are saying 'I'm sure I'm right.'. If your voice goes up at the end, you are checking and saying 'Is that true?'.

For example: Food is the main problem, isn't it? (= I know I'm right.)

Food is the main problem, isn't it? (= I'm not sure.)

Listen and repeat the interviewer's questions.

INTERVIEWER: Food is the main problem, isn't it?
DR REINMARIS: Yes, that's right.
INTERVIEWER: In general, though, people are getting richer, aren't they?
DR REINMARIS: Oh no, poorer, most certainly.

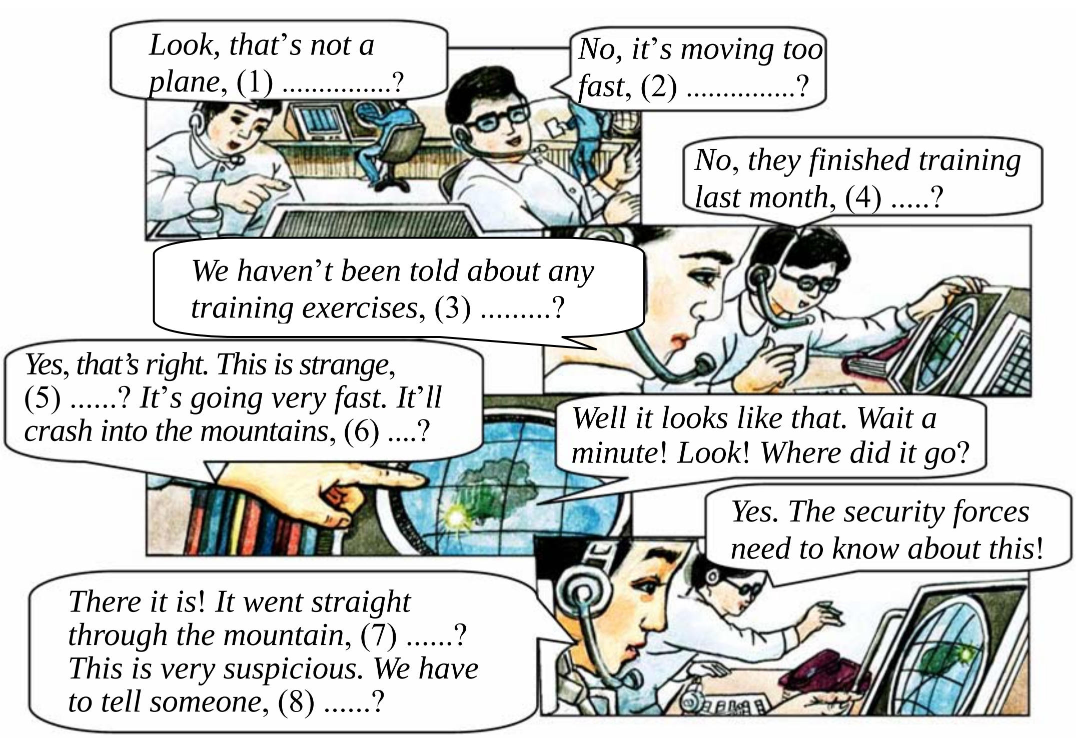
➡ Sure or checking?

Listen to these people. Write 'sure' or 'checking' for each one.

1. You live in the city centre, don't you? ....
2. It's cold today, isn't it? ....
3. You' re older than me, aren't you? ....
4. We've seen that film, haven't we? ....
5. She went there last year, didn't she? ....
6. The world's population is growing fast, isn't it? ....

➡ What's the tag?

Complete these sentences with the correct question tag. Read the dialogue aloud. Listen and check your answers.



3 *Listening* Feeding the world

3.1 What does she say?

Dr Reinmaris is a demographer. She is talking about population growth in the future. Listen and tick (√) the topics she mentions.

1. □ quality of the soil
2. □ world's income
3. □ food
4. □ recycled paper
5. □ saving energy
6. □ how fast the population is rising
7. □ environmental damage
8. □ genetically engineered crops
9. □ climate change
10. □ cash crops

3.2 Listen again

What does Dr Reinmaris say about each topic? Tell the class what you can remember. What do these figures refer to? Listen again and check.

5 billion	10 billion	800 million	82%	1.4%

4 *Grammar* Third conditional and wishes

4.1 Third conditional

4.1.1 Conditional sentences

In the 4th and 5th years, you saw conditional sentences like these:

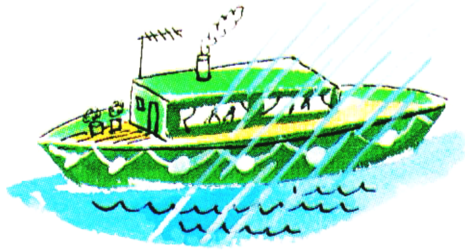
If you don't eat, you get ill.
(zero conditional—it is usually or always true)





If the temperature of the Earth rises, ice at the poles will melt. (first conditional—this is possible)

If it rained every day, we would live in boats. (second conditional—this is impossible or unlikely)



Now look at these sentences. They are examples of the third conditional. How do you say them in Korean?

If people had expected to live so long, they would have read much more books.

If they had provided education for women in Africa, family sizes would have been smaller now.

When do you think you can use the third conditional?

4.1.2 Form and use

You can use the third conditional when you want to talk about an event in the past that did not happen. *Here are some more examples*:

If Columbus had sailed south (not west), he would have landed in Antarctica.

If cavepeople had lived 85 million years earlier, they would have seen dinosaurs.

How can you describe the third conditional? What is the form of the verb after ‘if’ and after ‘would’?

If ... + ... , ... would + ... + ...

4.1.3 Practice

Can you match the two parts of each sentence to tell the story?

1. If she had not been born in Korea,	a. she would have met her uncle.
2. If she had caught the bus,	b. she wouldn't have written so many books.
3. If she had arrived on time,	c. she would have caught the train.
4. If she had been at home,	d. she would have found my house easily.
5. If she hadn' t graduated from the university,	e. she would have read the book.
6. If she had known my address,	f. she would have arrived on time at the station.
7. If she hadn' t learned how to drive a car,	g. she would not have been so happy.
8. If she had learned Russian,	h. she would not have used the car.

4.1.4 If history had been different, ...

Think about these questions. Work with a partner and write your answers. Tell the class your ideas.

Christopher Columbus

Where would he have landed if he had sailed north, not west?

What would he have found there?

The Native Americans

What would have happened to them if Columbus hadn't landed in America?

The first men on the moon

What would they have done if they had discovered aliens there?

How would they have come back if their rocket had broken down?

Cavepeople

What would cavepeople have done if they had had computers?

Can you write some questions like these for your class to answer?

4.2 Wishes

4.2.1 I wish ...

Do you remember what Dr Reinmaris said in Exercise 3?

I wish I had an interesting book.

I wish we knew more about the effects of genetic engineering.

How do you say those sentences in Korean?

What do you notice about the form of the verb after 'wish'?

Here are some more examples.

I wish I had a dictionary.

I wish I could speak German.

Note: We often say 'I wish I were' instead of 'I wish I was'.

I wish I were on holiday.

4.2.2 Practice

Put the verb into the correct form.

1. I'm fed up with this rain. I wish *it would stop*. (it / stop)
2. It's a difficult question. I wish ____________ the answer. (I / know)
3. I should have listened to you. I wish _________ your advice. (I / take)
4. You're lucky to be going away. I wish _____ with you. (I / can / come)
5. I have no energy at the moment. I wish _______ so tired. (I / not / be)
6. Aren't they ready yet? I wish ______ up. (they / hurry)
7. It would be nice to stay here longer. I wish _______ to leave now. (we / not / have)
8. It's freezing today. I wish ________ so cold. (it / not / be)
9. Joe still doesn't know what he wants to do. I wish _____. (he / decide)
10. I really didn't enjoy the party. I wish ____________. (we / not / go)

5 *Map drawing and writing* A circle map

5.1 Preparation: What's in your town?

What different kinds of buildings and places are there in and around Pyongyang? With your class, make a list.

In a small group, choose part of the list. Find out about the different buildings and places. How old are they? What are they used for? What did they use to be used for? What was there before? Bring your information to class.

5.2 In class: A circle map

You can see how Pyongyang has changed and what the different activities are in each part if you make a circle map. Sit in your group and follow these steps.

a. **Share your information:** Tell each other what you have found out.

b. **A circle map:** In the centre of a large piece of paper, draw a dot. This is the town centre. Mark north, south, east and west and show rivers, lakes, forests and so on in your area.

c. **The town centre:** What buildings and places are there in the centre? Write their names. What is the main activity there? Write a label and then draw a circle around the town centre.

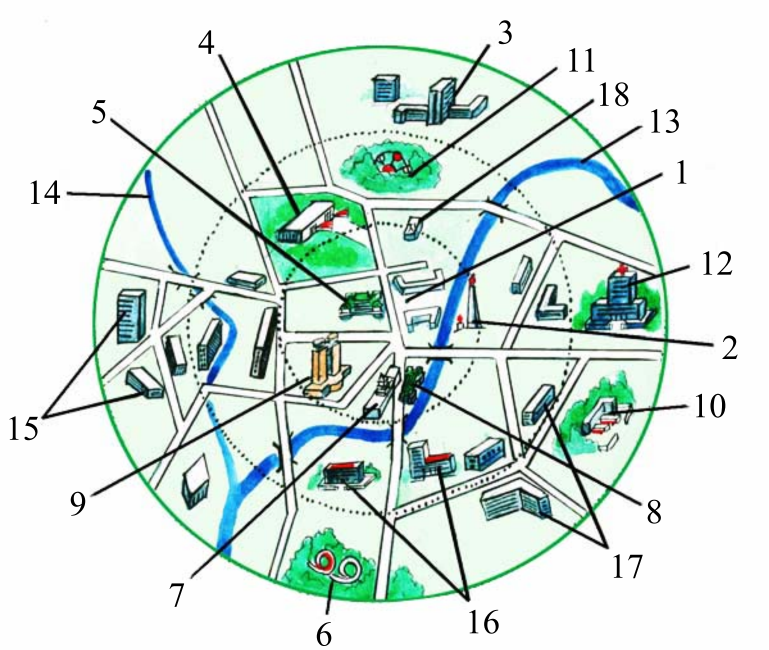
d. **Around the town centre:** What buildings and places are there outside the town centre? Show where they are. What are the main activities there? Write some labels and draw another circle around them.

e. **On the outskirts:** What buildings and places are there on the outskirts? What are the main activities? Write some labels and draw another circle. Show where the countryside begins.

f. **Extra information:** What other information can you add about some of the places?

g. **Compare:** Compare your circle map of Pyongyang with the maps other students have made.

What does your map tell you about your town? How has the town changed? How are the parts different?



1. **Kim Il Sung** Square	10. Parking lot
2. The Tower of the Juche Idea	11. Kaeson Youth Park
3. **Kim Il Sung** University	12. Hospital
4. Korean Revolution Museum	13. Taedong River
5. Grand People's Study House	14. Pothong River
6. Mangyongdae Fun Fair	15. Blocks of Flats
7. Pyongyang Railway Station	16. School
8. Pyongyang Grand Theatre	17. Blocks of Flats
9. Pyongyang Koryo Hotel	18. Thongil Metro Station

5.3 Write about your city or town

What can you say about your city or town? In your group, make a circle map about your city or town and write a description.

For example:

Around the outskirts of the town ...

In the north ...

In the last 20 years, ...

Revision: Second conditional

You can use the second conditional to talk about something which is not real now.

It may be *very improbable*:

If we had wings, we would fly.

or *a little bit improbable*:

If I knew it, I would tell you.

or *possible*:

If Chol Nam tried hard, he would win the game.

You can also use the second conditional to give advice and make suggestions:

If I were you, I would go to the dentist.

Complete these sentences with your own ideas.

1. If everyone spoke the same language, ...
2. I would travel round the world if ...
3. If the world didn't have any oil left, ...
4. You would be very ill if ...
5. If I had a lot of time, I would ...

Supplementary Exercises

1 *Vocabulary* What's the word?

1.1 What's the noun?

Find the nouns from these verbs in the word square.

provide	prepare	expect
retire	distribute	grow
encourage	overcrowd	survive

E	X	P	E	C	T	A	T	I	O	N	O
R	E	S	U	R	V	I	V	A	L	P	V
D	N	R	C	U	O	S	C	M	E	R	E
I	C	E	G	E	N	E	P	O	M	E	R
S	O	T	E	C	V	L	I	R	M	P	C
T	U	I	I	R	R	D	E	M	E	A	R
R	R	R	F	G	R	O	W	T	H	R	O
I	A	E	E	L	I	V	E	S	E	A	W
B	G	M	I	R	A	T	R	D	A	T	D
U	E	E	S	R	V	K	E	G	I	I	I
T	M	N	O	K	D	O	K	T	T	O	N
I	E	T	A	L	I	N	I	T	I	N	G
O	N	P	R	O	V	I	S	I	O	N	K
N	T	H	K	L	A	S	X	F	T	G	H

1.2 Noun or verb?

Now read about the world's population.

Are the missing words nouns or verbs?

Write 'N' or 'V' in each box and then complete the sentences with the correct form of the words in the puzzle. Listen and check your answers.

(1) .... □

(2) .... □

....

Are there too many people on our planet?

It is true that there are more people on our planet today than there were in, for example, 1750. At that time, life expectancy in many parts of the world was only 25 years. Today, most people (1) .... □ to live much longer, and to enjoy their (2) .... □ after work. Many more children also (3) .... □ and grow up to become adults. The result is that there has been a dramatic (4) .... □ in the world's population. The (5) .... □ of food, water, houses and jobs for everybody is one of our biggest problems. In capitalist countries many people can not find work in rural areas so they move to the cities, and this causes a lot of (6) .... □. As a result, many other countries are trying to (7) .... □ people to stay in rural areas. We know that the world's population will continue to grow and we must (8) .... □ for the future. Are there too many people in the world? Probably not. There is enough food and other resources for everybody. The problem is not the number of people, but the (9) .... □ of our resources.

2 *Third conditional* What wouldn't have happened?

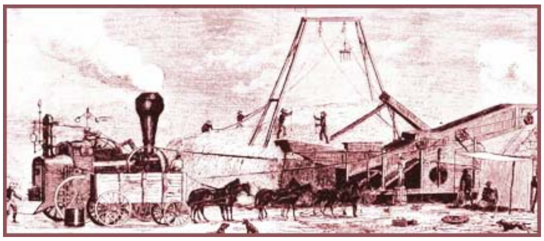
2.1 Disaster in London

In 1665, disease spread by rats killed over 100 000 people in London. The next year, in 1666, a disastrous fire destroyed over 13 000 houses and killed another 75 000 people. But the fire also brought good — it killed the rats and the disease, and after 1666 the population of London rose dramatically. So what would have happened if there hadn't been a fire? Match the sentence halves to find out!

1. If there hadn't been a fire, ...	a. .... many more people would have died.
2. If the wooden houses hadn't burned down, ...	b. .... the disease would have continued.
3. If the rats hadn't disappeared, ...	c. ... the population of London would have fallen further.
4. If the disease had continued, ...	d. .... the rats wouldn't have disappeared.
5. If many more people had died, ...	e. ... the wooden houses wouldn't have burned down.



2.2 A growing population



Later, the population also grew because improved agriculture meant that people had more to eat. Can you complete these sentences with your own ideas?

1. If they hadn't used new farm machines, ...
2. If they hadn't produced so many crops, ...
3. If the price of bread hadn't fallen in London, ...
4. If people hadn't had more to eat, ...
5. If people had become ill, ...
6. If more people had died of hunger in Britain, ...

3 *Third conditional* **If I hadn't ...**

Write down six things which you did in the last month or year. Like this:

I went to the dentist on Tuesday.

I stayed late at my friend's on Saturday.

Then write what would or would not have happened if you hadn't done those things. Like this:

If I hadn't gone to the dentist, I would have had terrible toothache.

If I had gone home earlier from his house, I wouldn't have met Ri Chol.

Don't forget to change the tense of the verb in your first sentence.

4 *Writing and speaking* **Talk to Marit**

Write your answers to Marit's questions. Then talk to her on the cassette.

MARIT : Hi! How are you today?

YOU : ....

MARIT : Oh, I'm fine. I have some questions here for you to answer. Do you have a lot of imagination?

YOU : ....

MARIT : Well, let's see. Here's the first question. What do you think would have happened if the dinosaurs hadn't disappeared?

YOU : ....

MARIT : It's difficult to imagine, isn't it? But I think they would have eaten us! Here's another question. What would have happened if the continents hadn't separated?

YOU : ....

MARIT : Well, you could be right. Can you ask me a question now?

YOU : ....

MARIT : Hmm. I'll have to think about that. One last question. What would have happened if cavepeople hadn't discovered fire?

YOU : ....

MARIT : Well, I know what will happen if I don't go now! I'll never finish this homework for tomorrow. I'll talk to you again later. Bye.

Unit 2

Topic and Language

The World's Water



SPLENDID CREATION OF THE SONGUN ERA
The Paengma-Cholsan Waterway

1 *Discussion* Water and you

Discuss these questions with the class. Look at the picture.

Is there sometimes a shortage of water in the world?
How much water do you think you use every day?
Where does the water for your house and town come from?
Do you think everyone should pay for the water they use? Should it be free?
What do you use water for in agriculture and industry?

Fact box: WATER

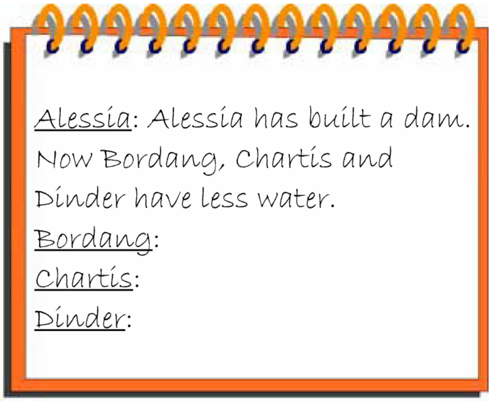
- 97% of the world's water is salt water, in the sea.
- Only 3% of the world's water is fresh water.
- 70% of the world's fresh water is ice and 25% is underground. Only 5% of fresh water is available in lakes and rivers.
- In our country, people use many litres of water a day. In desert areas, people use only 5 litres a day.

2 *Reading and simulation* One river, four countries

2.1 Along the River Quangga

Imagine. There are four countries that share a river called the Quangga. All of the countries need and use the river in different ways. Look at the map and read the text.

What are the problems of each country? Make some notes.



2.2 A meeting

The four countries need to meet and agree what they will do about the problems. Work in a group of four. Decide who will represent each country and then follow these steps.

a. Read and think: Read the text again. How do you think the four countries can solve their problems? Make some notes.

b. Prepare for the meeting: Read the messages from three countries and prepare what you will say at the meeting.

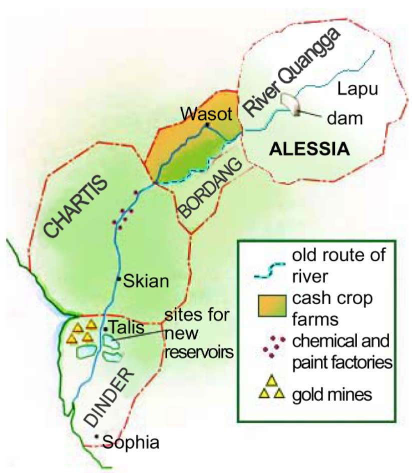
c. The meeting: Choose a chairperson and start the meeting. Try to find solutions that everyone agrees with.

d. When you have finished: Share your solutions with the rest of the class.

Simulation

Problems Along the River Quangga

The River Quangga flows through four countries: Alessia, Bordang, Chartis and Dinder. For thousands of years the economy of each country has been based on agriculture and the water from the river has been used to irrigate the crops. Now, however, some of the countries are starting to change their economies.



Alessia

The first problem is that Alessia has very little wood or coal to make electricity. So in Alessia, a dam has been built to generate hydroelectricity for the growing population. As a result, the other countries

now have much less water to irrigate their crops. However, Alessia has offered to build a new water pipeline to the other countries.

Bordang

The second problem is that farmers in Bordang have been persuaded to grow sugar cane and other cash crops. Bordang can export the crops (and so earn a lot of income) but they need much more water than traditional crops. In many places the route of the river has been changed to irrigate the new crops. This means that the level of the river in Chartis and Dinder is often much lower than it used to be.

Chartis

Another problem is that Chartis has built many new chemical and paint factories along the river. Dinder thinks that the factories in Chartis have put a lot of chemicals into the river. A lot of fish have died and it is dangerous to swim or wash in the river in Dinder.

Dinder

Dinder will also contribute to the problems. Their capital city used to be in the south-east of the country, but now gold has been discovered near the River Quangga. The government has decided to move the capital to the north-west and wants to build three big reservoirs for the eight million people who will live in the new city. However, there is not enough water to fill the reservoirs. The four countries will soon meet to discuss their problems and try to find solutions.

THE MESSAGES FROM FOUR COUNTRIES

The Message from Alessia

At the meeting, you will need to argue that the dam will provide a lot of electricity. This will be more than Alessia needs so we will be happy to supply other countries with cheap electricity if they agree to the dam. You can also say that if all the countries worked together you could build new water pipelines from the dam to the other countries.

The Message from Bordang

Bordang is very poor and we urgently need to grow crops which we can sell. We need the money so that we can build factories, roads and an airport. At the meeting, you can say that Bordang would like to have cheap electricity to help us build these new places and we like the idea of the water pipeline from Alessia. However, we will not have any money until we begin to sell the crops.

The Message from Chartis

A large company has helped us to build the chemical and paint factories and if there is not enough water they will move out of our country. Many people will then not have any work. It is not our factories which are causing the pollution in the river. Our scientists say that Bordang is using new chemical fertilizers for their crops, and this is polluting the river. We like the idea of the cheap electricity and the water pipes from Alessia, and it is possible that the multinational company will give some money for the project.

The Message from Dinder

Dinder already has enough electricity because we have a lot of coal. We also have a network of water pipes so we are not interested in a new pipeline. Dinder is very angry that the water is so polluted and that our people cannot eat the fish from the river. We planned to start a tourist industry and build hotels but if there are no reservoirs we cannot do this. We can, instead, sell some of our coal to the other countries so that they can make electricity.

3 *Listening* The world's water

3.1 Water facts－true or false?

Do you think these statements are true (T) or false (F)? Compare your ideas with your partner and the rest of the class.

1. □ We have less water today than 1 000 years ago.
2. □ The world does not get enough rain for its needs.
3. □ Some large cities are sinking because there is too much water.
4. □ It is very expensive to take salt out of sea water.
5. □ Dams can cause many health problems.

3.2 Check your answers

Gordon Rona is talking about the 'Water World campaign'. Listen and check your answers to Exercise 3.1.

3.3 Problems with water supplies

What does Gordon Rona say about the problems with each type of water supply? Make some notes about each problem.

- *Underground water supplies*
- *Desalination plants*
- *Dams*

Listen again and check your answers.

4 *Grammar* Present perfect passive

4.1 The passive

In Unit 1, 5th year you saw passive sentences, like these:

Football was first played in the early 1800s.

At first, the rules were changed many times.

Can you remember why we use the passive, and how it is formed? Check in Unit 1, 5th year.

4.2 Present perfect passive

In Unit 2, 5th year, you saw examples of the Present perfect, like these:

Television *has changed* our lives in many ways.

It *has made* us aware of the world.

Can you remember when you use the Present perfect?

Now look at these sentences from the text in Exercise 2.

A dam *has been built* to generate hydroelectricity.

Farmers in Bordang *have been persuaded* to grow sugar cane.

Gold *has been discovered* near the River Quangga.

Can you see how we form the Present perfect passive?

Subject + _______________ + been + _________.

4.3 Practice

Write the correct form of the verb in the gaps.











1. Tom : This river looks less polluted.
   Anna : It .... (clean).
2. Clare : Why isn't there any water?
   Jorge : It ...... (turn) off until tomorrow.
3. Bella : Oh no! Some one's broken into our flat!
   Ricardo: .... anything .... (take)?
4. Diana : This room is a terrible mess!
   Lea : I know. Do you think it .... ever ... (clean)?
5. Samia : This looks terrible! What's happening?
   Victor : They're building a road here so all the trees .... (cut down).

4.4 The new dam

Look at the picture at the beginning of the unit. What can you say about the things that have been done? Write some sentences. These verbs may help you.

build	knock down	put down	close
cut down	move	dig	

4.5 Where you live

What things have recently happened in our country? Tell the class your ideas, *for example*, recently completed projects in your province.

Kaechon-Thaesong waterway project has been recently completed in our country.

Supplementary Exercises

1 *Vocabulary* What's the word?

1.1 Nouns and verbs

Which noun is most likely to be used with the verb? Circle **a**, **b**, **c** or **d**.

1. supply	a. water	b. the level	c. the sea	d. a pipeline
2. earn	a. a reservoir	b. a dam	c. a solution	d. money
3. irrigate	a. a dam	b. the level	c. crops	d. an income
4. cut down	a. gold	b. a pipeline	c. a route	d. trees
5. generate	a. sugar	b. a country	c. electricity	d. underground
6. build	a. water	b. a friend	c. cash crops	d. a pipeline
7. persuade	a. the level	b. a supply	c. crops	d. people
8. pump	a. an amount	b. a shortage	c. water	d. an income

1.2 Where do they fit?

Read about the demand for water and electricity. Can you complete the text with verbs and nouns from Exercise 1.1?

Listen and check your answers.

The Demand for Water and Electricity

Every day the demand for water and electricity grows. Under the wise leadership of the great leader Generalissimo **Kim Jong Il**, a lot of big projects were completed to meet the demand for water and electricity in our country.



The West Sea Barrage

Farmers need water to *irrigate crops* and this uses an enormous quantity of water. In many parts of the world, farmers (1) .... by growing 'cash crops' which they sell to other countries. These crops use more water than traditional crops, and so governments have to look for other ways to (2) .... to the people. In some countries, it is possible to (3) ....

(3) .... from underground. In other places, they have to (4) .... from the sea. If there is a large river, it may be possible to build a reservoir which can also be used to (5) .... This sometimes causes enormous problems. They may have to (6) .... to leave the area. Usually the builders have to (7) .... and destroy the natural habitat.

2 *Reading and writing* Where does all the water go?

2.1 'Water wizards' or 'water wasters'?

How does your family use water? Are you 'water wizards' or 'water wasters'? Read the questionnaire and fill in each box with √ ('yes') or × ('no').

In the bathroom **In our family…**

1. We take 5-minute shower. □
2. We like to have very deep baths or 10-minute showers. □
3. We use a glass of water to rinse our mouths when we clean our teeth. □
4. We leave the tap running when we clean our teeth. □
5. We put the plug in the wash-basin when we wash our hands. □
6. We leave the tap running when we wash our hands. □

In the kitchen

7. We peel vegetables under a running tap. □
8. We peel vegetables in a bowl of water. □
9. We wash dishes in a bowl of water. □
10. We wash dishes under a running tap. □
11. We water the plants with dirty kitchen water. □
12. We throw dirty kitchen water away. □

2.2 How much water?

Read the text and fill in the chart.

Family water use	Average litres per use	Times used per day	Daily total
Bath:			
Shower:			
Toilet -normal: -with a plastic bottle:			
Teeth cleaning -normal: -using a glass:			
Dishwasher -normal cycle: -economy cycle:	 35 20		
Washing dishes -in a bowl: -under running tap:	 6 10		
General cleaning and cooking:	10		
Washing machine -normal: -economy:	 80 60		
Total family water consumption per day:			

How many litres of water does your family use every day?

Everyone needs to wash regularly. But how much water do you need every day to keep clean and healthy? The average person uses 130L of water per day. Do you and other people in your family use more or less than this? Every time we have a bath, we use 80L of water, but if we have a shower this uses less than half—only 35L. Flushing a normal toilet takes 10L of water, but if a large plastic bottle filled with water is placed in the cistern, then we save 2L very time we flush.

If we clean our teeth under a running tap, we use 6L each time, but we can save 4L if we use a glass of water to rinse our mouth.

General cooking and cleaning use up another ...

2.3 Complete the text

Look at the information that was already given in the chart and continue the text.

2.4 Your family

Complete the chart in Exercise 2.2 to show how many times your family uses water for each activity. What is the total for your family?

3 *Present perfect passive* The dams

Jerry, an architect is talking to Angelika about new dams in an interview. Put the sentences (a—f) in the right places in the dialogue.

a. Have they been given jobs to go to?

b. Have any parts of the project been finished already?

c. It has been estimated that it will be nearly 600 kilometres long!

d. What progress has been made on this dam?

e. How many people have been moved?

f. How many people have been employed to work on this site?

JERRY: What do you think of the view, Angelika?

ANGELIKA: I can't believe how many people are working here! (1) ....

JERRY: Thousands of different people work here every day.

ANGELIKA: So they've been working for three years now. (2) ....

JERRY: Oh yes, some parts were finished first. For example, many new towns have been built already for the people who have to move from their villages.

ANGELIKA: So some people have left their villages. (3) ....

JERRY: A few thousand so far, but about two million will move in the next five years.

ANGELIKA: What will they do? (4) ....

JERRY: Yes, some of them will work in factories and offices in one of the 13 new cities.

ANGELIKA: The government is going to build dams along the river. (5) ......

JERRY: They started last year on this dam here, which will be about 200m high and 2km wide. That's a lot of concrete .

ANGELIKA: So there will be a reservoir here?

JERRY: Yes. (6) ....

Listen and check your answers.

4 *Writing and speaking* **Talk to Bob**

Write your answers to Bob's questions. Then talk to him on the cassette.

BOB: Hi! How are you doing?

YOU: ....

BOB: I'm OK. I've just had a great activity weekend. What did you do at the weekend?

YOU: ....

BOB: Oh! That sounds good! I like sports a lot. What sports do you like?

YOU: ....

BOB: I like water sports. There's a big lake near here with a camp site. Do you ever go camping?

YOU: ....

BOB: Hmmm. Anyway, on the first day we went in canoes on a river. It was great! Do you like being in canoes and boats?

YOU: ....

BOB: We also went swimming. I saw some fantastic fish. Where do you go swimming?

YOU: ....

BOB: Oh, would you like to come with me next time? Would that be possible?

YOU: ....

BOB: Right. I've got to go now. We can talk about it later, then. Bye!

Unit 3

Culture Matters

Discover Ireland

1 *Discussion* Ireland—the 'Emerald Isle'

Make two lists. What do you know about the Republic of Ireland? What don't you know? Tell the class your ideas.

Things I don't know	Things I know
Capital?	They speak English there.

2 *Reading* People and places

2.1 The people and their lives

Skim the text quickly and write down what you can remember. Compare your notes with your partner.

2.2 Read carefully

Copy this chart and then read the text again slowly. Can you put each of the ideas in the correct column?

stated clearly	suggested	not mentioned
1. Ireland is very green.	2. The English were very aggressive.	3. Ireland makes high quality glass.

4. Religion is important to Irish people.
5. The English government doesn't like Catholics.
6. It rains a lot in Ireland.
7. Most Irish people were very poor.
8. Irish people like music.
9. Many people in other English-speaking countries have Irish ancestors.

3 *Listening* The Aran Islands

3.1 Inishmore

Away from the problems, life is very different in other parts of Ireland.

Colman O'Flaherty is talking to Sue Kendal about life on the Aran Islands.

Listen to Part 1.

1. What was life like 50 years ago?
2. Why did Colman leave his island?
3. Where did he and his family go?

3.2 The changes

Listen to Part 2. Colman is talking about the changes on Inishmore. Tick (√) the changes he mentions.

1. □ water system
2. □ trains
3. □ electricity
4. □ coal mining
5. □ shopping
6. □ phones
7. □ tourists
8. □ the language

What other changes does he mention? What problems do you think the tourists bring to the islands?

4 *Research* Investigate Ireland

These people, places and dates are important to Ireland. Find out why!

Saint Patrick	King James	the potato famine
1921	'Eire'	Ulster

Fact box: Ireland

Status: an independent country (Northern Ireland is a part of the United Kingdom)

Capital: Dublin

Population: 3 470 000

Area: 70 284 sq km

Languages: English and Irish

Religion: 95% Catholic



① One island, two countries

Ireland has had a very difficult history. The problems started in the 16th century when English rulers tried to conquer Ireland. The majority of Irish people were (and are) Catholics but the English rulers were Protestant. The English took away the Catholics' land and gave it to Protestant Scottish and English farmers. For hundreds of years, Irish Catholics fought against the English. Eventually, in 1921, the British government was forced to give independence to the south of Ireland. The result is that today there are two 'Irelands'. Northern Ireland, in the north, is part of the United Kingdom. The Republic of Ireland, in the south, is an independent country.

② Landscape and climate

Ireland is sometimes called 'the Emerald Isle' because it is a very green island with a wet but warm climate.

③ The people and their lives

In the 1840s the main crop, potatoes, was affected by disease and about 750 000 people died of hunger. This, and a shortage of work, forced many people to leave Ireland and live in North America, the UK, Australia. As a result of these problems, the population fell from 8.2 million in 1841 to 6.6 million in 1851.

For many years, the majority of Irish people earned their living as farmers. Today, many people still work on the land but more and more people are

moving to the cities to work in factories and offices. Life in the cities is very different from life in the countryside, where things move at a quieter and slower pace.

④ Irish culture

The Irish are famous for being warm-hearted and friendly. Oscar Wilde, a famous Irish playwright, once said that the Irish were 'the greatest talkers since the Greeks'.

Since independence, Ireland has revived its own culture of music, language (Irish, a form of Gaelic), literature and singing. Different areas have different styles of old Irish songs which are sung without instruments. Other kinds of Irish music use many different instruments such as the harp, the 'fiddle' (violin), whistles and Irish ('uileann') bagpipes.

Supplementary Exercises

What do you like to read? What is it that attracts your attention—content, style or both? In this Unit, you can find out.

1 *Reading for pleasure* What do you enjoy reading?

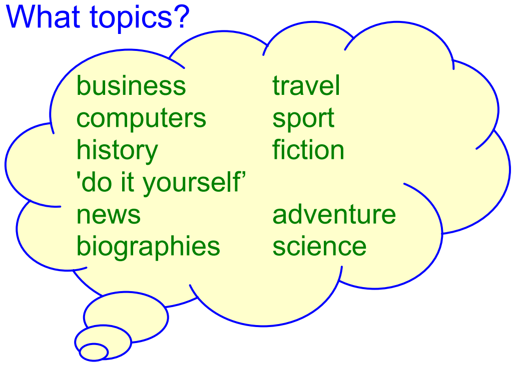
1.1 Topics and types of texts

What do you enjoy reading about — what topics or subjects interest you most?
What type of texts do you like reading?
Look at the two bubbles for ideas and then write down what you think.

Topics: I enjoy reading about …

Types of text: I enjoy reading …

What topics?



Types of text?



1.2 Some examples

Read the four texts A—D. Where do you think each text comes from (for example, a newspaper or a magazine)? What is each one about? Complete the table.

	The text probably comes from a ...	It is about ...	How interesting is it to you?
Text A			
Text B			
Text C			
Text D			

2 *Characteristics of texts* What makes a text interesting?

Look at the texts again. Which one did you enjoy most? Which one did you enjoy least? Why was that? Think for a few moments and write down your answers.

I enjoyed text ...... most because ....

I enjoyed text ...... least because ....

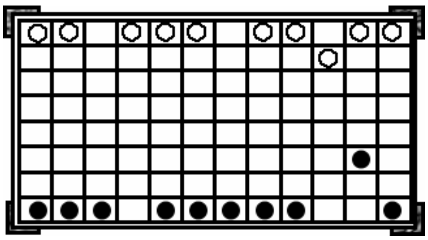
Some ideas

topic	type of text	style	context	length
typeface	layout	grammar	vocabulary	

Next lesson, compare your reactions with other students in your class.
Can you think of other examples of each kind of text?

A THE GAMES PEOPLE PLAYED

Many of our ‘modern’ board and computer games are, in fact, thousands of years old. Snakes and Ladders, for example, was an old Hindu game and was used to show children the difference between good and bad. Many of our computer games come from old Arab, Greek, Roman and other civilizations. Archaeologists often find pieces, like dice and counters, which our ancestors used to play different games.



Archaeologists recently discovered another Roman boardgame. It had been buried in a grave with an important Roman doctor. They found the board and 21 counters. The game had already been started and 10 counters were in position on the two sides of the board. The other counter was near the board in the ground. Chris Johnson, one of the archaeologists on the site, said, ‘We wanted to play the game but the problem is that no one knows the rules!’

B

COLE SCORES THREE!

Manchester United 3 Liverpool 1

This was Cole's game. The crowd had a lot to watch and admire. He waltzed and hip-hopped, tangoed and salsaed through the two halves to a music that the crowd could not hear but could clap their hands to. The other 21 players danced around him, some keeping time with his impressive footwork, others out of step with his movements. In the first half there were no more than six chances to score but Cole twisted his way through to two of them and, with his partners, Giggs and then Scholes, slid his way towards the goal and, both times, slipped the ball smoothly into the net. The rhythm changed in the second half and Liverpool moved Manchester back and back until, in the 62nd minute, Fowler scored a goal from a penalty. But Cole wasn't finished yet. He rocked and rolled his way through to the other end of the pitch and, from 20 metres, hit the ball over the head of the goalkeeper to end the game.

C

Chapter 1

The long weekend

'So, are you coming?' Zoe's voice was almost shouting down the phone. 'The others are here already and you said you'd come with Poppy, but she says when she knocked on your door there was no answer.' Zoe hardly stopped for breath.

'Everyone's brought some music. Come on Annabelle, you're missing the fun — hurry up! See you soon.' She put the telephone down.

There was a background noise of laughing and talking and music. Zoe's parties were always good fun and Annabelle knew she was missing a good evening ... but she couldn't tell anyone what had happened, could she? She looked down in the darkness at her legs and feet — they were still there though she couldn't feel them any more and they didn't move when she sent a message from her brain to her legs. Usually she would sing that song out loud but she couldn't do that tonight, not now, not after this.

Unit 4 Revision and Test

(Units 1—3)

Revision

1 *Vocabulary* The words you met

1.1 A word puzzle

Find the words in the word puzzle for these definitions. Most words go diagonally (↘), but one goes upwards and another goes from left to right.

1. a man-made place for storing water: **r**..
2. a group of people who are born in the same period: **g**........................
3. areas not in the centre of town: **o**..
4. a man-made place for controlling the flow of water: **d**........................
5. the money a person receives each week or month: **i**........................
6. to water the land with special channels: **i**........................
7. to increase twice: **d**..
8. too many people or animals in one place: **o**........................
9. the answer to a problem: **s**..

O	L	D	F	O	I	V	F	D	T	V	N
S	V	O	O	L	E	N	I	C	A	L	S
I	O	E	C	U	O	S	C	M	E	M	N
D	R	E	R	U	B	O	P	O	M	P	O
R	E	R	E	C	V	L	I	R	M	R	I
G	E	Y	I	R	R	D	E	M	E	E	T
O	U	S	F	G	R	O	T	K	J	N	A
C	U	Y	E	T	A	L	W	G	S	R	R
M	E	T	I	R	A	T	R	D	A	L	E
L	O	O	S	R	V	K	E	G	I	N	N
B	F	L	O	K	D	O	K	T	T	N	E
D	E	S	A	L	I	N	I	T	I	O	G
C	O	N	S	U	M	R	T	R	O	N	E
N	R	F	S	O	L	U	T	I	O	N	P
J	K	U	T	R	W	Q	Z	S	D	B	H

1.2 Word pairs

The twelve words in the box go together to make six pairs. Find the pairs and put them in the sentences.

cash	genetically	plants	engineered	life	water
rate	desalination	birth	expectancy	crops	supply

1. Many .... such as sugar cane, need a lot of water.
2. The .... in many European countries is falling very fast.
3. The average .... for a woman is four years more than for a man.
4. .... are very expensive and use a lot of energy.
5. New dams and reservoirs in one country often affect the .... in a neighbouring country.
6. Many new vegetables and fruit are now …...............

2 '*Wish*' Make a wish!

2.1 Which verb?

Fill the gaps with the correct form of a verb.

- I wish I .... a soldier of the Korean People's Army.
- I wish I .... full marks in programming.
- I wish I .... more about computers.
- I wish I .... a musical instrument.
- I wish there .... any traffic in this street.
- I wish I .... my way around town.
- I wish I .... this headache.
- I'd like to buy that new CD. I wish I .... some money.

2.2 Which sentence?

Use your own ideas and complete the sentences.

1. It's so cold! I wish ...
2. I can't do this Maths homework! I wish ...
3. I'm really tired this morning. I wish ...
4. There's a concert on Saturday. I wish ...
5. That's a fantastic bicycle. I wish ...

3 *Third Conditional* A different past

3.1 Make a situation

Match an event from Column A with an event from Column B and write a sentence.

For example:

If they hadn't built a dam, the river would have overflowed.

Column A	Column B
1. built a dam	a. finished the project
2. driven fast	b. gone to the cinema
3. got up early	c. river overflowed
4. met a friend	d. bought a bigger present
5. used a computer	e. had an accident
6. had more time	f. late for school

3.2 Complete the sentences

Complete the sentences using the third conditional.

1. If the Yankees hadn't occupied the southern part of Korea, all the Korean people would have led a happy life.
2. If I .... (go to bed) earlier last night, I wouldn't have been so tired this morning.
3. If I had known about the concert before, I .... (buy) some tickets.
4. If Jim .... (remember) to go to the supermarket, we would have had some dinner!
5. If Ok Yong .... (take) the book back to the library last month, the librarian wouldn't have been so angry.
6. If she .... (walk) at 6km per hour, how long would it have taken her to walk around the world?

4 *Grammar —Present perfect passive* Different sources of water

4.1 A solution to the water problem?

Read what the television announcer is saying. Complete the text with the Present perfect passive.





In many countries, shortage of water is becoming a big problem and many different suggestions .... (make) to provide more water for growing populations. One idea is to move icebergs from the Arctic and the Antarctic to other places. For millions of years, more than 70% of the world's fresh water .... (trap) in icebergs and glaciers. Now an experiment .... (pay for) by Middle Eastern countries who want to move an iceberg to the Red Sea.

This enormous iceberg .... (move) from the Arctic. It .... (pull) over 3 000km but already about 20% of the ice .... (lose) into the sea. It .... (estimate) that the iceberg will be half its size when it arrives in the Red Sea. It .... (agree) that if this experiment is successful, other countries will be able to transport icebergs in the same way.

4.2 Write your own story

Use this information to write the script for a TV news item. Describe what will be on the screen.

World's biggest dam opens

World wide: 36 000 large dams already built

Many more: planned and started new project to have a dam 400m high 100 million animals moved or killed 300 000 homes destroyed 10 000 villages flooded 50 000 trees chopped down

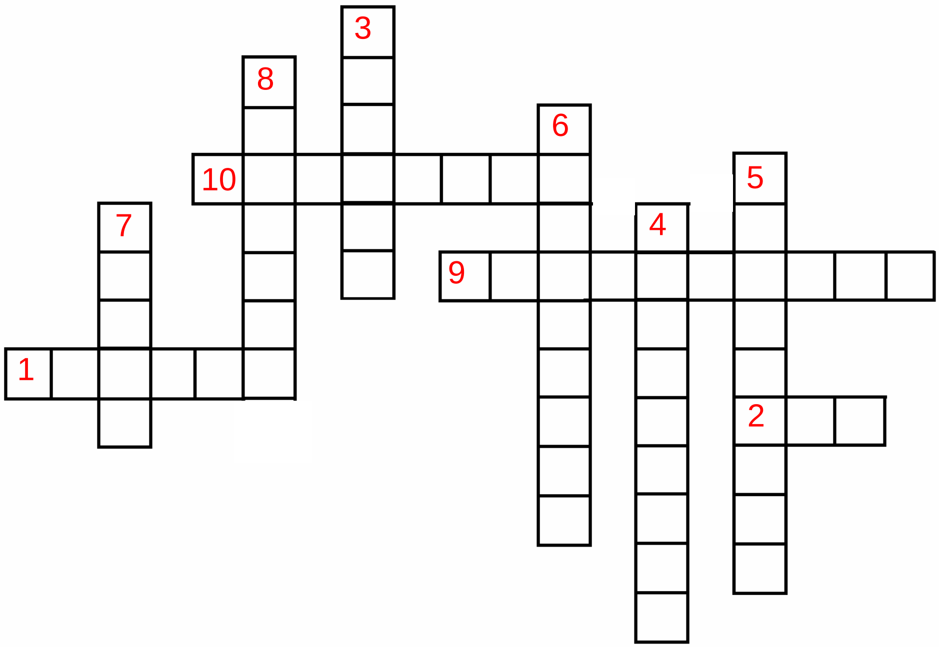
Test

1 *Vocabulary* What's the word?

Read the text and choose one word or phrase to complete each gap.

a. prepare	b. put down	c. double
a. effect	b. aim	c. low
a. reduce	b. argue	c. encourage
a. crops	b. fertilizer	c. outskirts
a. available	b. expectancy	c. less
a. cut down	b. base something	c. knock down
a. contribute	b. reduce	c. argue
a. cut down	b. flow	c. provide
a. exports	b. encourages	c. effect
a. solution	b. dam	c. birthrate

Write your answers in the puzzle.



Self-Help City Planning

In the 60 years from 1950 to 2010 the number of people living in cities around the world will (1) ....



The main (2) .... of city planners is to provide a safe and healthy environment for the people who live in the city and to (3) .... the overcrowding which is a feature of many cities.

In capitalist countries, many people who come to the city from the country areas start by living on the (4) .... of town. The people often build houses from cardboard and any other (5) .... materials because they can not afford to rent a flat in the centre of town. The reactionary governments used to (6) .... these poor houses, but then people were homeless. So, many people in those countries (7) .... that the living conditions can be improved if they (8) .... water and electricity to these areas. This is part of a 'self-help' scheme which (9) .... people to build their own houses and create their own neighbourhoods. But this (10) .... hasn't worked in many cities around the world.

2 *Present perfect passive* Active or passive?

In many parts of the world, it has become difficult for small fishermen to survive. Alberto is explaining to Rachel, a newspaper reporter, why this has happened. Choose the correct form of the Present perfect in each space.



RACHEL: Can you tell me what has happened here, Alberto?

ALBERTO: Well, more fish (1) *have been caught / have caught* by the big, commercial ships in the last five years ...

RACHEL: Why?

ALBERTO: Well, the fish (2) *have been pushed / have pushed* further out to sea ...

RACHEL: And it's too far for the small boats to go?

ALBERTO: Yes, that's right. They (3) *have built / have been built* very large ships recently. They have nets 100 metres wide, and they can stay at sea for a long time.

RACHEL: How does the fish stay fresh?
ALBERTO: Well, when the fish (4) *have been trapped / have trapped,* machines lift the nets on to the ship.
RACHEL: I see.
ALBERTO: Then when the fish (5) *have been separated / have separated* they are cleaned.
RACHEL: So when they get back to land they (6) *have already prepared / have already been prepared* the fish for market.
ALBERTO: Oh yes, and probably the fish (7) *have been frozen l have frozen* for more than a week on the ship before they reach the shops.
RACHEL: Can't you do that?
ALBERTO: No! Our boats aren't big enough for that.

3 *Third conditional* If I had known ...

Match the first half of the sentence in Part 1 with an ending in Part 2. There are two halves missing. Write your own ideas.

Part 1

1. If I had known you were coming, ...
2. If she had told me she was a vegetarian, ...
3. If you hadn't dropped your cup of coffee on your computer, …
4. If we had caught the earlier bus, ...
5. If ....
6. If ....

Part 2

a. ... I wouldn't have cooked a chicken.
b. ... we would have seen all the film, not the last ten minutes!
c. ... it wouldn't have stopped working.
d. ... I'd have visited more places.
e. ... I'd have baked a cake.
f. ... they wouldn't have damaged our TV!

4 *'Wish'* What are they wishing?

Complete the wishes.

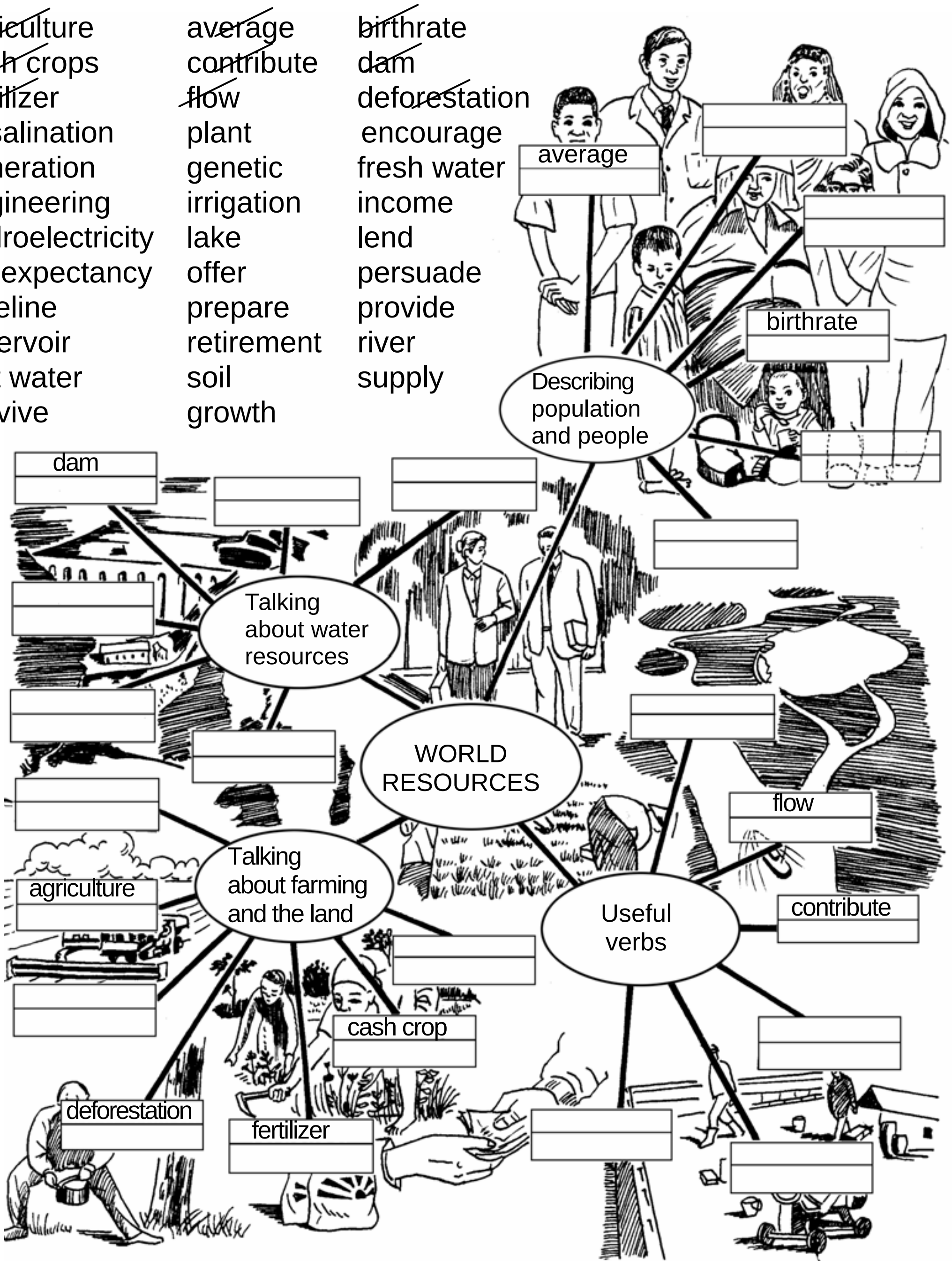
1. I wish I .... around the world.
2. I wish I .... with my grandparents.
3. I wish my friend's family .... in the same village.
4. I wish I .... better English.
5. I wish there .... any more conflicts in the world.
6. I wish everyone .... enough time to read books.
7. I wish I .... in the basketball team.

A vocabulary map (1)

World resources

Write these words in the most appropriate area of the vocabulary map. (Some words can go in two or more areas.) You can also add the meanings in Korean language (in the bottom half of each box). Can you add any more words that you know or any more areas to the map?

agriculture	average	birthrate
cash crops	contribute	dam
fertilizer	flow	deforestation
desalination	plant	encourage
generation	genetic	fresh water
engineering	irrigation	income
hydroelectricity	lake	lend
life expectancy	offer	persuade
pipeline	prepare	provide
reservoir	retirement	river
salt water	soil	supply
survive	growth	



Theme B **The World We Make**

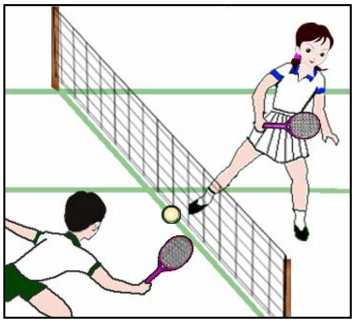
Unit 5

Topic and Language

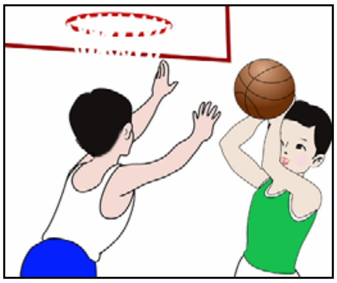
Daily Life

1 *Discussion* How do you relax?





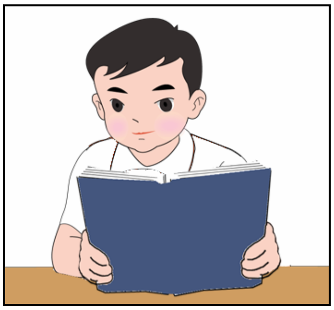




Discuss these questions with the class.

- What do you do to relax?
- How many hours a day do you spend relaxing?
- When and how do you relax?
- Why do we need to relax?
- What happens if you don' t relax or rest?

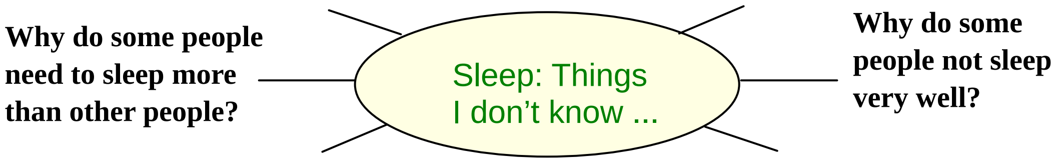
Compare your ideas with your partner and the rest of the class.



2 *Reading* Sleep

2.1 What don't you know?

One of the ways to relax is sleeping! We spend about 33% of our lives asleep but scientists are still trying to find out what happens when we sleep. Is there anything you would like to know about sleep? Work along and write some questions on an ideas map.



2.2 What do you know?

Read these statements. How sure are you that they are true? Write ‘VS’ (very sure), ‘S’ (sure) or ‘NS’ (not sure) next to each one.

1. ☐ We sleep most deeply in the middle of the night.
2. ☐ We breathe more slowly when we are asleep.
3. ☐ There are different kinds of sleep.
4. ☐ We die if we go without sleep for a long period.
5. ☐ Sleeping will help cure a minor illness.

2.3 Right or wrong?

Read and listen to check your answers.

What happens when we sleep?

A reporter Rita Slavin went to a Sleep Laboratory and spent the weekend fast asleep. What did she find out?

“Approximately one third of our life is spent asleep but when I started to think about sleep, I realised that my mind was completely blank. All I knew was that all creatures go to sleep at some point in 24 hours. To find out more, I went to spend a weekend with Dr Hernandez, director of the local Sleep Laboratory. I took a long list of questions to ask her.”

First of all, I wanted to know why we sleep. Dr Hernandez said:

“Well, years ago we didn’t really know, but recent science has shown that people who don’t sleep enough soon get ill and often die.” So it seems that when we sleep our bodies are being “repaired”. She went on to say that a lot of natural chemicals come into our blood while we sleep and these can help cure minor illnesses such as colds.

I wondered if our bodies experience any other changes while we sleep. Dr Hernandez replied:

“In some stages of sleep the heart rate and our breathing slow down but in other stages the opposite happens — the heart rate increases and our breathing becomes quite rapid. During the night our body temperature drops by one or two degrees too.”

In the laboratory there were six volunteers fast asleep with wires attached to their heads. The wires were connected to a monitor. The monitor was measuring the brain's electrical activity and showed which of the four stages of sleep the volunteers were in.

I wanted to know what happened in the different stages. Dr Hernandez explained:

"After we have slept through the four stages — which takes about 40 minutes — we then go backwards through the stages again, four, three, two, one. Stage four is the deepest sleep. Each stage is deeper than the one before. Look now at the volunteers' eyes. Those rapid eye movements (REM) are telling us that they are dreaming. If we wake them up now they'll remember their dreams quite clearly."

Then it was my turn to be a volunteer. I started to listen to some instructions and ... yawn ... yawn ...

Inside the Text

A Check your understanding

What do these numbers in the text refer to?

one third   24   one or two   six   40

For example:

one third — the part of our life that we spend asleep

B Synonyms

Match the following words with their synonyms.

a. creatures	1. blank
b. roughly	2. mended
c. empty	3. connected
d. repaired	4. quickly
e. drops	5. approximately
f. attached	6. animals
g. rapidly	7. falls

Write some sentences using words 1—7 but leave a gap for the word. Give your sentences to another student to complete.

C Say it clearly!

Dr Hernandez is very enthusiastic about her experiments. In each reply her voice goes down from high to low.

We do so many different experiments.

➡ Be enthusiastic!

When we are enthusiastic about something our voice goes down from high to low at the end. Listen and repeat.

1. I had fantastic holiday job in a sleep laboratory!
2. We spent three days in bed playing on the computer!
3. The food was really good!
4. And we could watch videos in bed!

➡ Enthusiastic or not?

Listen. In some replies the speakers are enthusiastic and in others they are not. Write 'E' next to the enthusiastic replies.

1. A: So, was it a good holiday job?
   B: Well, it was very interesting.
2. A: What was the food like?
   B: Oh, I hadn't had that kind of food before.
3. A: So what did you have to do in the sleep lab?
   B: Well, we had to try and do different kinds of puzzles.
4. A: You did puzzles all the time?
   B: Yes, and sometimes we had discussions.
5. A: Didn't you get tired?
   B: It was incredible after 48 hours without sleep.
6. A: Did you have to do anything else?
   B: Oh yes, lots of things.

3 *Listening* Sleep experiments

3.1 What can you find out?

What would you like to know about your own sleep? Write down some sentences which you think are true of you.

For example:

I need eight hours' sleep a night.

I feel the same if I go to bed at 10 pm or 2 pm.

What experiments could you do to find out? Discuss your ideas with the class.

3.2 In a sleep laboratory

Sleep researchers are people who do experiments to find out how sleep affects our lives. What kinds of things do you think they want to find out? Listen to the interview with Dr Stephanie Hernandez from the Sleep Research Centre. It is divided into three parts. Copy the chart and write down two key facts for each part.



	Part1	Part 2	Part 3
Key fact 1			
Key fact 2			

3.3 Experiments in the laboratory

Now listen again. Are these statements true (T) or false (F)?

Dr Hernandez has done experiments to find out:

1. □ ... what happens when people don't sleep enough.
2. □ ... what happens when people lose their appetite.
3. □ ... if people could go to sleep more quickly.
4. □ ... if people are sleeping too much.
5. □ ... how to stop feeling sleepy in the afternoon.
6. □ ... how much sleep children need.

4 *Grammar* Questions

4.1 Short and long questions

4.1.1 Different kinds of questions

When you ask people for information you can often use a direct or short question, like this:

Who are the volunteers?	What do they have to do?
Do they get paid?	When will they wake up?

Write down some questions you would like to ask Dr Hernandez. You will need them later.

4.1.2 More polite questions

Sometimes you need to be more polite, for example, if you don't know the person very well or they are much older than you. You can make questions more polite by making them longer, like this:

Do you know who the volunteers are?

Can you tell us if they get paid?

We would like to know what they have to do.

Have you any idea when they will wake up?

How do you make questions more polite in Korean?

4.1.3 Differences

You can make a long question by adding a phrase at the beginning and also changing the word order. What is the difference in word order between short questions and long questions? Share your ideas with your neighbour.

4.1.4 Are you right?

Test your ideas. Make these questions more polite.

What time do you go to bed?

How long will that experiment take?

Is this true?

What happens if people don't sleep enough?

Now add some more questions to the ones you wrote in Exercise 4.1.1.

Give them to your partner to change into polite questions.

4.2 Reported questions

4.2.1 Two changes

To make long questions, you have to change the word order. In reported questions we do the same thing. Remember, we change the tense too! Look at these pairs of sentences:

'What do the volunteers do?' Rita asked Dr Hernandez.

→ Rita asked Dr Hernandez what the volunteers did.

'How did you become interested in sleep?' Rita asked Dr Hernandez.

→ Rita wanted to know how Dr Hernandez had become interested in sleep.

'Do you know what your next experiment will be?' Rita asked Dr Hernandez.

→ Rita wondered if Dr Hernandez knew what her next experiment would be.

4.2.2 Practice

Rita asked Dr Hernandez the questions on the notepad. What did she write in her report? *For example:*

'Do males sleep more than females?'

→ I wanted to know if males slept more than females.

How many people work with you?
Can the volunteers do the sleep experiment at home?
What was your most exciting experiment?
What's the best time to go to sleep?
Do we always feel better if we sleep longer?

5 *Writing*—*Thinking and doing* An experiment and a survey

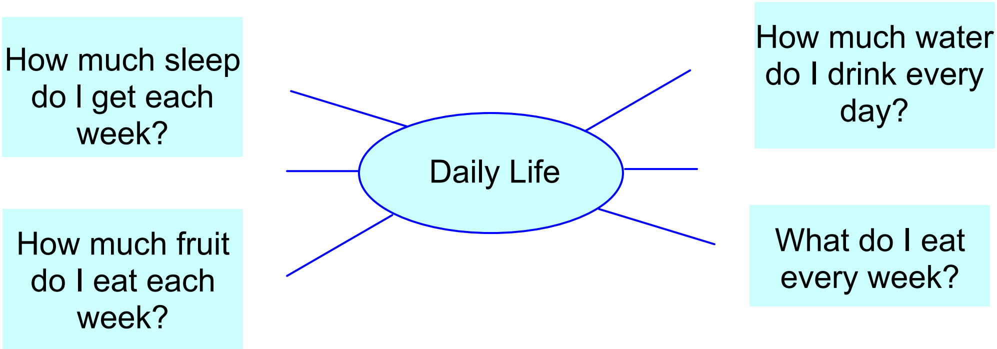
5.1 Daily living

What do you know about your daily life? How much sleep do you get each week? What do you eat? How much water do you drink each week?

In your class, brainstorm questions you would like to find out the answers to.

5.2 Your experiment

Work in a small group. Follow these steps. At each stage write down your reasons or your ideas.



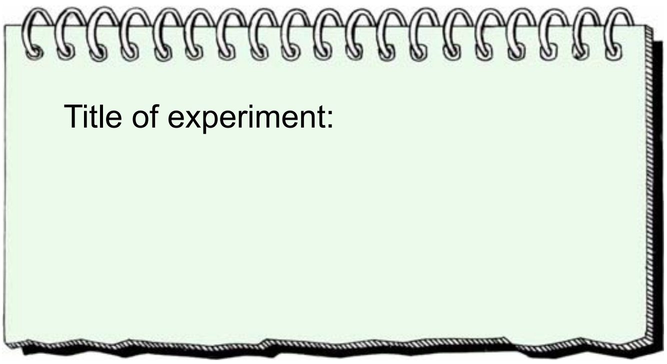
Preparation

a Choose one question for your experiment. Write down why you chose this question.

We decided to find out ... because we think ...

b Choose your volunteers. What do you think you will find out?

We think we will find out that ...



c Decide how you can organise the experiment. How long will it take? One week? Ten days? What do the volunteers have to do? How will they record their information? Write down your ideas.

The experiment will take ... days. The volunteers have to ...
They will write their information every day ...

d Write down your instructions for the volunteers. Check your grammar, vocabulary and spelling.

After the experiment

e Talk to the volunteers and read their information. Make some notes.

f Look back at the notes you made and write about your experiment. Your report can have three parts:

Part 1: Which experiment you chose and why

Title: Do you get enough sleep?

Part 2: What your volunteers did

The volunteers had to write down what time they went to bed every night for 10 days. They also had to write down what time they got up.

we asked them to write down if they felt tired in the morning ...

Part 3: Conclusions

We discovered that...

g Check spelling, grammar and vocabulary.

h Exchange reports with other students.

Revision: Reported Speech

You saw sentences like these:

She told me she was a student.

They said they were going to the cinema.

He said he hadn't seen that film before.

Can you remember how to make reported speech sentences? Practise again with these sentences. Remember to change the tense!

1. 'I always sleep nine hours a night,' Lea said.
2. 'We did about six different experiments last year,'said Dr Hernandez.
3. 'I'm going to be a volunteer,' said Sally.
4. 'I'm exhausted! I'm going to bed early tonight!' said Sun Chol.

5. ‘Sometimes I can' t get up in the mornings,’ said Jorge.
6. ‘I never remember any of my dreams,’ said Lianne.
7. ‘Robin always goes to bed at 10.00 pm,’ said his mother.

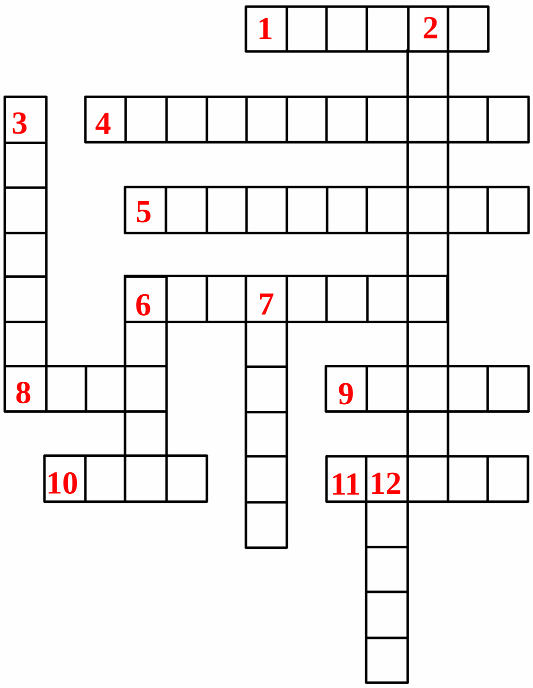
Supplementary Exercises

1 *Vocabulary* What’s the word?

Can you complete the crossword with the correct words?
They are all in your textbook.

Across

1. connect
4. Sleep researchers do many different **e**__________ to learn about our sleep patterns.
5. ________ get paid nothing or very little for the work they do.
6. REM means ‘rapid eye______’.
8. When we are tired, we _________ because our bodies need oxygen.
9. Empty, with nothing on it.
10. Sleep can help us to_________ some illnesses.
11. Some people say they never __________ when they are asleep, but this isn’t true.



Down

2. think deeply about something
3. very quickly
6. small, not very important
7. the skin over your eye
12. rest

2 *Reported questions* **The man who doesn't sleep!**

Lisa Huckle interviewed Ezzio Salome about his sleeping habits. Read their conversation. You can also hear it on the cassette.

LISA: We're writing a series of articles on sleep for our magazine.

EZZIO: Well, I'm a good person to talk to because I wake up every morning at 2 am.

LISA: Why do you think this happens?

EZZIO: I really don't know. I've tried everything ...

LISA: How long has this been happening?

EZZIO: It's been like this for about ten years now.

LISA: Ten years! And does this happen in the winter and the summer, or only in the summer?

EZZIO: No, all the year round.

LISA: And have you tried sleeping in different rooms in your flat?

EZZIO: Yes, I've put my bed in every room in the flat.

LISA: And have you tried different beds?

EZZIO: Yes, I've bought three new beds this year!

LISA: And what do you do when you wake up?

EZZIO: Well, I do all my work — I'm a teacher, so I correct all my students' work from 2 am until 4 am. And then I go back to bed.

LISA: That's one way of getting your work done!

Here is part of Lisa's report. Can you complete it by changing Lisa's questions into reported speech?

The person I interviewed was Ezzio. He wakes up every night at 2 am. (1) .... and he told me that he didn't know and that he had tried everything. (2) .... and he replied that it was ten years. (3) .... but he told me that this happened all the year round. (4) .... and he said that he had. (5) .... He told me

that he had bought three new beds in the last year. (6) .... and he explained that he was a teacher and he corrected his students' work from 2 am until 4 am.

3 *Long questions* Polite questions

3.1 Informal to polite

Here are some questions that sleep researchers often ask their volunteers. Can you make them more polite? Use each of the different phrases.

Questions

l. What’s your name?
2. How old are you?
3. What are your hobbies?
4. Why do you want to be a volunteer?
5. How many hours’ sleep do you have every week?
6. How often can you remember your dreams?

Phrases

Do you know ...
Have you any idea ...
Can you tell us ...
Could you describe ...
Would you be able to ...
We would like to know ...

1. Can you tell us your name, please?
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________

3.2 Lisa’s questions

Look back at the dialogue in Exercise 2 and make Lisa’s questions more polite.

3.3 Your questions

Imagine you are going to interview one of your teachers in English for a wall newspaper. Write some polite questions.

4 *Writing and speaking* **Talk to Marit**

Write your answers to Marit's questions. Then talk to her on the cassette.

MARIT : Hi. How did you sleep last night?

YOU : ....

MARIT : We're doing some research in our class about how many hours people sleep every night. How long do you usually sleep?

YOU : ....

MARIT : Yeah? On school nights I usually try to get to bed before 10 pm. What time do you go to bed?

YOU : ....

MARIT : Really? What about weekends?

YOU : ....

MARIT : I like staying in bed at weekends. Sometimes I can sleep for over 12 hours! What about you?

YOU : ....

MARIT : Yes. I like going to sleep with my music on and I normally read for a while first. How do you go to sleep?

YOU : ....

MARIT : I hate getting up in the mornings. What do you think about mornings?

YOU : ....

MARIT : Uh-huh. Well, I have to go now. I need to go to sleep! Talk to you later.

YOU : ....

Unit 6

Topic and Language

The Creative Mind

1 *Discussion* Where do ideas come from?

1.1 Different kinds of creativity



People are creative in different ways.

In which ways are you creative?

What have you enjoyed creating recently at home and at school?

How often do you use your creativity?

Look at the picture. Can you think of any other examples of creativity?

1.2 What helps creativity?

What do you think? Read the statements and fill in the chart. Check your answers as you work through the Unit.

You can be more creative if you ...	**don't agree**	**not sure**	**agree**
1. try to solve problems in different ways 2. read a lot 3. work alone 4. work very hard 5. do a lot of preparation 6. ask a lot of questions 7. take risks 8. watch a lot of TV			

What else can you do to help creativity? Write down some ideas.
For example:

You can be creative if you read a lot of books.

2 *Reading* Creative challenges

2.1 Which ones do you like?

Work alone. Choose one or more of the challenges and see which ones you like best. Compare your answers with your partner.

2.2 Find out about yourself

Read the information about the challenges and find out about yourself. Are you surprised? Why/why not?

Creative Challenges

What kind of a creative person are you?

Which creative tasks do you like best? Look at the four creative challenges and choose one. If you find it too difficult, choose one which is easier for you.

Find out about your strengths!

The tasks in Box A show how well you can get information out of your brain and then use it in a different way to solve problems and express ideas.

People working with words or students hoping for a career that uses language a lot (e.g. journalism) will find the tasks in Box A the easiest to do.

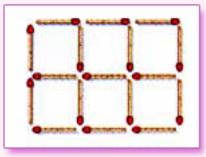
A

1 Make a list of the things you can think of which are: square pink fragile expensive

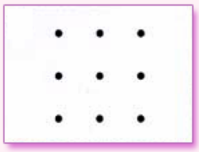
2 You have two minutes. Write down as many words as you can think of which start with the same letter. Make a sentence with the words.

The tasks in Box B show you how well you can use a different technique to solve a problem. This kind of creativity is often useful in jobs in computers or engineering.

B



1 Take away 4 matches to make 3 squares.



2 Draw 4 straight lines to go through these 9 points.

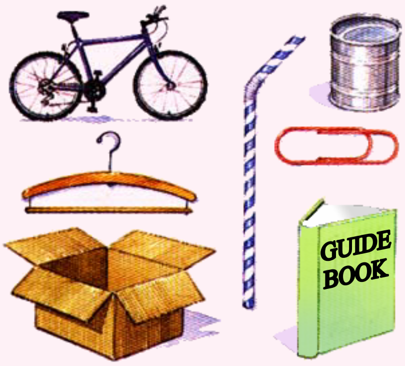


3 Move 1 coin so that there are 4 coins vertically and horizontally.

The tasks in Box C show how original your creativity is. When we see a different way of using something around us we are using *creative originality*. Artists, writers and composers are people whose creative ideas show originality.

C

Look at the pictures. How many different things could you use each one for?



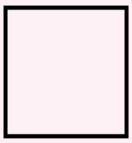
The tasks in Box D show how well you can improve something by adding something to it or changing it. People looking for work as architects and designers will find the creative challenges in Box D the easiest.

D

1 Look at these doodles. Use them to make bigger pictures.



2 Design as many things as you can using this square.



REMEMBER! Everyone is creative! You don't have to be super-intelligent! You can help your creativity by asking lots of questions, preparing a piece of work carefully and taking some sensible risks. Work hard and change your way of working—sometimes alone, sometimes in a group. Have fun! Be creative!

3 *Listening* Some more ideas

3.1 How can we be more creative?

Alicia Harper has just given a talk about creativity and is now answering questions from the audience. Listen to the cassette. She describes six steps to help our creativity. Can you put them in the right order?

1. Get into the habit of thinking about ordinary things.

... Put different answers together.

... Think of a question about something.

... Decide which ideas you don't like or which don't work.

... Think of as many alternative answers as possible.

6. Test the ideas in practice.

3.2 Now you try!

Work alone or with a partner. Think of something ordinary, perhaps something that you see or use every day. First, ask a question about it and then follow your questions through the six steps in Exercise 3.1.

ideas:



How can you make a school bag more useful?



How can you redesign a bus for old people or disabled people?

How can you make the park in your town more interesting?





How can you redesign your school?

4 *Grammar* Suffixes and '-ing' clauses

4.1 Suffixes

4.1.1 Adjectives

You can often make an adjective from a noun or a verb by adding certain endings. Here are some examples.

-less : (=*without*) useless, helpless, hopeless

-ful : (=*with*) useful, helpful, hopeful, unsuccessful

-al : (=*connected to*) cultural, national

-ible : (=*having that quality/characteristic*) sensible, inflexible

-ive : (=*showing this characteristic*) creative, inventive, active

Use one of the words in each of these sentences.

1. This cassette is completely broken. It's ....
2. He plays sports every day. He's very ....
3. It's not very .... to go swimming after a big meal.
4. We wear our .... costume for special celebrations.
5. Picasso produced hundreds of sculptures, drawings, prints, and paintings. He was very ....

4.1.2 New words

Can you guess what these words mean? Try to use them in sentences.

powerless fearful emotional investigative repetitive

Find some more adjectives with same endings in the dictionary and put them in your *Record of Language Use.*

4.2 '-ing' clauses

4.2.1 Some examples

You can use an '-ing' clause to describe what someone is doing at a certain time.

For example, on the cassette, the presenter said:

... the woman <u>wearing</u> a white dress

... the man in the back row <u>holding</u> a magazine

You can also use '-ing' clauses to describe something which is true all the time.

The river *dividing* London is called the Thames.

Computer jobs *needing* creativity are very important.

You can often use '-ing' clauses after 'there is/are'.

Is there anybody *waiting* to ask a question?

There is a woman here *wearing* a white dress.

Join the two halves of the sentence with an '-ing' verb.

land stand walk come

1. Look! There's a plane ...	a. ... over there.
2. The train ...	b. ... to see you today?
3. The teacher ...	c. ... towards us is called Mrs Fisher.
4. Is there anyone ...	d. ... at Platform 6 is for Kaesong.

4.2.2 Practice

Look at the picture. Write some questions about the students.



For example:

Is there anybody standing?

What are those two boys at the back doing?

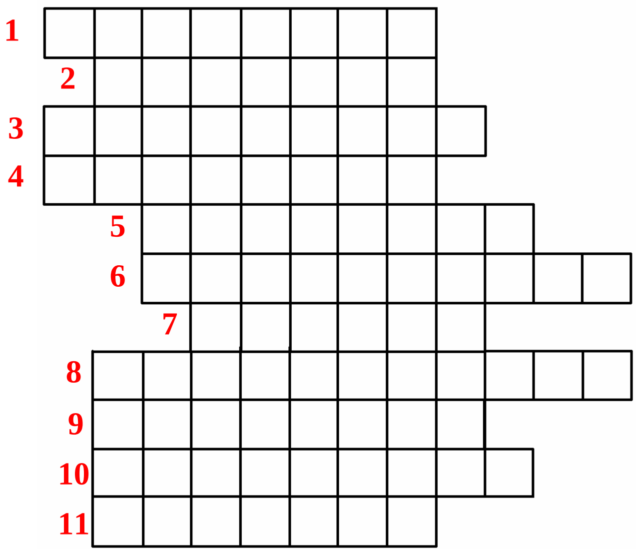
Give your questions to your partner to answer.

Supplementary Exercises

1 *Vocabulary* What's the adjective?

Read the clues. What adjective would you use for each one? Check your answers.

1. Somebody who can produce many new things or ideas
2. Somebody who likes to help others
3. Somebody who has very strong feelings
4. Something that will never get better
5. Something that is very usual, not special
6. Somebody who won't change their mind
7. Somebody who does a lot of sport
8. Somebody who has a very fast brain
9. Something that is the very first of its kind
10. Somebody who can think of many new ideas
11. Something that you can't use



2 *Reading* Different kinds of creativity

Read about six examples of creativity. Which is the most suitable title for each paragraph?

Titles

a. Make researches to suit the specific conditions
b. Believe in your own Ideas
c. Pay attention to your dreams
d. Introduce the achievements of science to the production
e. Ask questions about everything around you
f. Collect as much information as you can

1. In 1939 Dr Ri Sung Gi invented vinalon, a new chemical fibre, from polyvinyl alcohol for the first time in the world. His invention came into full bloom only after he was embraced in the warm bosom of the great leader Generalissimo **Kim Il Sung**. On the basis of his research achievements the independent large-scale vinalon industry was created in the DPR Korea. In Korea vinalon is produced from limestone and anthracite abundant in this country. He was a deputy to the Supreme People's Assembly, academician, doctor and professor. He was awarded the title of Labour Hero of the Republic, **Kim Il Sung** Prize and People's Prize, and crowned with People's Scientist.

2. Kye Ung Sang was a famous geneticist and a sericultural scientist. He breeded new high-yielding varieties of silkworms suitable for the climate and natural features of Korea. He made a great contribution to the development of sericultural industry by raising various kinds of mulberry silkworms, tussah silkworms and castor silkworms and introducing them to the production. Kye Ung Sang was a deputy to the Supreme People's Assembly and Labour Hero of the Republic. He was awarded the degrees and title of academician, professor and doctor for his contribution to the education of the rising generation and development of sericulture and genetics.

3. In 1901 a German scientist called William Roentgen received the first Nobel Prize for physics. He had discovered X-rays. He made his discovery when he noticed that in certain experiments a special kind of light was made by the cathode rays hitting a screen. The other scientists working with him had noticed this light but they did not think it was important. Roentgen was the first person to ask himself questions about this special kind of light. When he investigated it, he discovered a new kind of radiation called X-rays.

4. One of the problems facing creative people is that their ideas may be too new for the rest of the world. It often happens that people laugh at the work of artists and scientist. Barbara McClintock is a good example of someone who continued to think she was right although for 30 years other scientists thought that she was wrong. Finally, her work proving that genes can make sudden changes in heredity won her the Nobel Prize in 1983.

5. We often think that a creative idea suddenly comes into our heads from nowhere. This is not usually the case — it comes because we are ready to receive it. When someone asked Isaac Newton how he had discovered the laws of gravity, he replied, 'I am certain that any mind working on a problem continuously will be prepared for the sudden answer.' Albert Einstein won the Nobel Prize for physics in 1921 and said that there are discoveries waiting to be made if people continue to look and study all the time.

6. Many creative people looking for ideas or solutions find them in a visual form first. Elias Howe, the man who invented the sewing machine, had big problem facing him. He could not understand how to connect the needle to the rest of the machine. Needles had always had a pointed end, with the hole at the other end. One night in a dream he was 'attacked' by people with sharp spears. In the morning he said, 'There is the answer staring me in the face!' He made a hole in the sharp end of the needle and then connected it to the sewing machine.

3 *'-ing' clauses* Finding answers

3.1 Eight examples

Look back at the text in Exercise 2. Can you find two examples of '-ing' clauses in each paragraph? Underline them. *For example:*

Paragraph 3: ... cathode rays hitting a screen

3.2 Complete the sentence

Choose an '-ing' clause (a—e) to complete each of the sentences 1—5.

a. linking both airports in the city
b. facing people in large cities
c. performing the eye operation
d. now showing in town
e. eating lunch at school

1. One of the main problems .... is traffic congestion.
2. Students................. should bring their own knives, forks and cup.
3. The new motorway................ was opened last week.
4. The music film................. has been very popular.
5. The doctor............ is using microsurgery techniques.

3.3 Your ideas

Now complete these sentences with '-ing' clauses of your own.

1. The sea .... is called the Cook Strait.

2. The woman .... asked a lot of questions at the meeting.
3. Is there anyone .... the head teacher?
4. The train............................ is leaving in two minutes.
5. The biggest river.................. the Mediterranean is the Nile.
6. At five o'clock there were six patients....................... the doctor.

4 *Suffixes* Making adjectives

Use a dictionary and make adjectives with these nouns and verbs.
Use the suffixes in the box.

-less	-ful	-al	-ive

act	nation	attract	care	create
impress	logic	music	effect	nature
peace	success	play	season	

Write some sentences with five of the adjectives.

5 *Writing and speaking* Talk to Bob


Write your answers to Bob's questions. Then talk to him on the cassette.

BOB: Hi! How are you today?
YOU: ....
BOB: I'm fine, thanks. Well, actually, I'm pretty tired. We've been thinking about different ways of being creative — what kinds of creative things do you like doing?
YOU: ....
BOB: Oh yeah? That sounds interesting. I like drawing — I'm not very good but I really like drawing people. What about you?
YOU: ....
BOB: Oh, I see. The other thing I like doing is designing rooms — you know, painting the walls and furniture. I think I'd like to be a designer when I leave school. What kind of job do you think you want to do later?
YOU: ....
BOB: Hmmm. It's difficult to know, isn't it? I'm not sure what I'm really good at yet! What kind of things are you good at?
YOU: ....
BOB: Oh, are you? Well, I'm going to finish my homework now. Talk to you later. Bye!
YOU: ....

Unit 7

Culture Matters

Discover New Zealand

1 *Discussion* What do you know?

What do you know about New Zealand? Work alone or with a partner and answer this quiz. Check your answers as you work through the Unit.

1. New Zealand's nearest neighbour is …

   a. Korea *c*. Australia
   b. Britain *d*. Russia

2. What can't you find in New Zealand?

   a. volcanoes *c*. mountains
   b. deserts *d*. rivers

3. Who or what are the 'Maoris'?

   a. range of mountains *c*. seasonal strong winds
   b. people who came to New Zealand before Europeans *d*. strange wild animals

4. Who are 'pakeha'?

   a. Black people *c*. Coloured people
   b. White people *d*. Indians

2 *Reading* New Zealand

2.1 What can you predict?

Don't read the texts yet! Look at the picture and headings. Which sentences do you think will come in each section? Write the title next to each sentence.

1. The Maoris lived in tribal groups.
2. Both islands are mountainous.
3. The Maoris came to New Zealand from the Polynesian islands.
4. They are proud of their culture.
5. Only 30% of New Zealand is flat.
6. The official language of New Zealand is English.

Skim the texts to check your answers.

2.2 Asking questions

Read one of the texts carefully. Write questions at the end of each sentence like this:

The official language of New Zealand is English and it is spoken everywhere.

Why is English the official Language?

Compare your questions with your neighbour.

2.3 Some Maori words

Look again at the text about the Maoris. It has these Maori words in it. What do they mean?

ariki hapu hui pakeha

Compare your meanings with your partner. Why do you think the text uses Maori words?

3 *Listening* Maori film

3.1 Taboos and mana


Listen to Part 1 of the cassette. Piatta Rangitanie is talking about a new Maori film. What do the words 'taboo' and 'mana' mean?

3.2 Two sides


Listen to Part 2. What were the differences between the two sides of the family? Fill in the chart.

Maoris in the mountains	Maoris in the cities
spoke Maori	spoke English

Are there any differences like these between people in our country?

4 *Research — Decide ...* Investigate New Zealand

Choose a or b. During the next week, see if you can find some answers. Tell the class what you discover.

a. Your questions

Brainstorm some questions.

What questions do you have about New Zealand now?

What would you like to find out?

b. People, places and dates

Why are these people, dates, places and things important in New Zealand?

Abel Tasman	James Cook	Rotorua	1642	
Maori Wars	Queen/King of Britain	kiwi	wallaby	Rotorua

Fact box: New Zealand

Population: 3 600 000
Location: South of the Equator Nearest neighbour: Australia; 1 800km away
Languages: English and Maori
Climate: Mild climate Rain falls all year Coldest month: July
Size: Two main islands—North Island and South Island: Together they are 1 600km long
Capital: Wellington

What language?

The official language of New Zealand is English and it is spoken everywhere. Many Maoris are bilingual — they speak their own language (Maori) and English.

The Maoris

When the Maoris first arrived in New Zealand, they lived in villages and were excellent fishermen, hunters and farmers. About 50 years ago many Maoris started to live and work in the large cities and took jobs in government, industries, medicine and education. They are proud of their culture and want to keep many of the traditions which are part of their way of life.

The Maoris lived in tribal groups called ‘kiwi’ and each tribe was made up of smaller groups called ‘hapu’. The tribes were controlled by chiefs (‘ariki’) who made the important decisions about the day to day life of the people. On important occasions such as weddings they have large parties called ‘hui’.



What can you see?

Mountains, volcanoes, rivers, lakes, waterfalls, forests, beaches, maybe an earthquake! Both islands are mountainous. In fact, only 30% of New Zealand is flat. South Island has got 20 mountain peaks which are higher than 3 000 metres. The highest peak is called Mount Cook, which is part of the Southern Alps.

Who can you meet?

Most people live on North Island. Eighty-five percent of New Zealanders are ‘pakeha’ (‘White men’) which means their ancestors came from Europe. Ten percent are Maoris. The Maoris came to New Zealand from the Polynesian islands probably about 1 000 years ago. The ‘pakeha’ started to arrive in New Zealand from Europe about 200 years ago as farmers and traders.

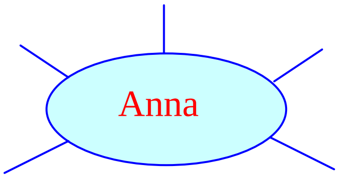
Supplementary Exercises

Specific information: Here you can practise listening for specific information (intensive listening) about people, places and numbers.

1 *Listening for names* People

1.1 Names and relationships

Listen to Anna talking about some people. What are their names and what is their relationship to her? Complete the diagram.



1.2 Helen Keller's life

Listen to the next text about Helen Keller. Write 'Yes' or 'No' next to each question. Does the text mention this information?

1. when Helen was born
2. where she lived
3. when she died
4. the name of her teacher
5. how she communicated
6. her nationality
7. if her teacher was a man or a woman

Listen again and check your answers.

2 *Listening for numbers* Numbers

2.1 The world's languages

Listen to the next text and tick the numbers you hear.

10	1	10 000	1 000 000 000
13	200 000	50%	200
372	1 134	2 000	70

Listen to the text again. One word in each of these phrases is missing. Write the word which you hear.

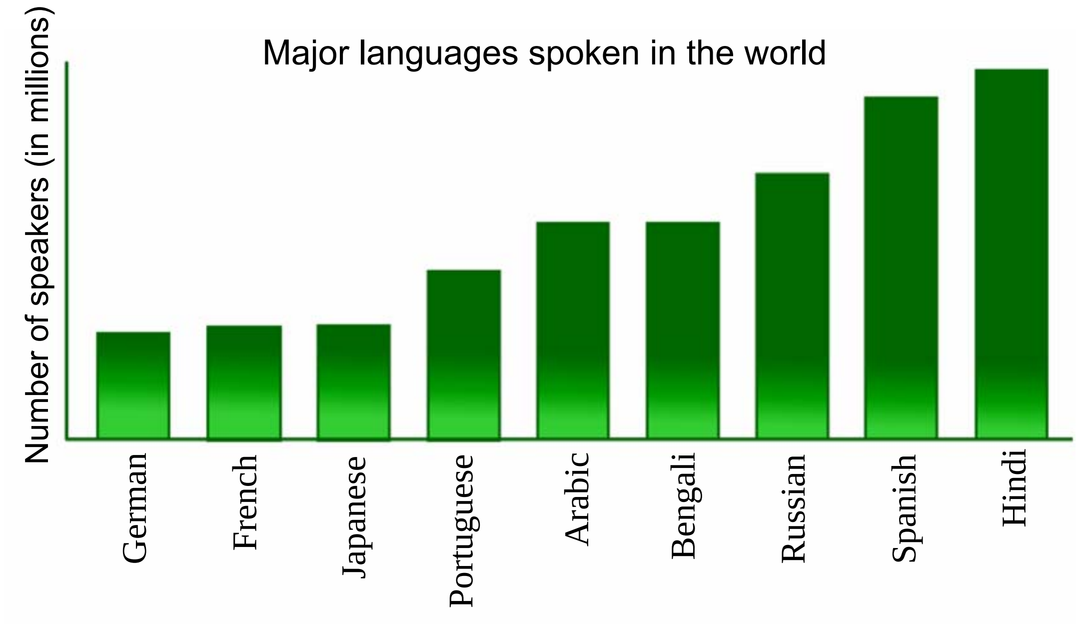
THE WORLD'S LANGUAGES

New research (1) .... that there are about 10 000 languages in the world today, which is 50% more than scientists had thought (2) .... Some languages, (3) .... Chinese and English, are spoken by more than a thousand million people. Other languages are spoken by very small (4) .... of people, such as Bikya, which is only spoken by one very old (5) .... who lives between (6) .... and the Cameroons, and also a language called Liv which 200 people in (7) .... speak. Icelandic is the smallest national language, with 200 000 speakers. After Chinese and English, (8) .... is the third most spoken language, followed by Spanish.

2.2 Write the numbers



Listen to the next text and write the numbers on the chart.



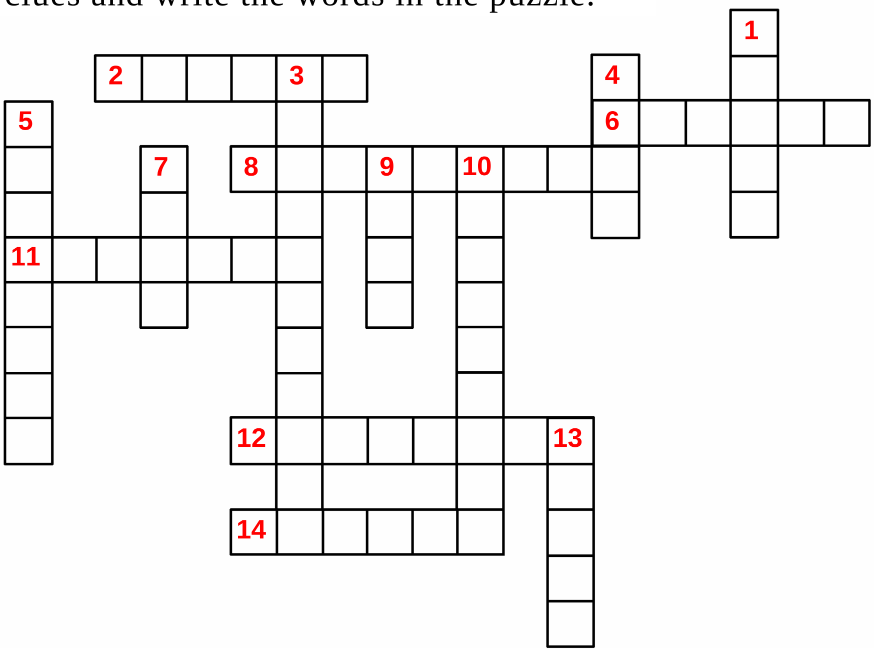
Unit 8 Revision and Test

(Units 5 – 7)

Revision

1 *Vocabulary* A verb puzzle

Read the clues and write the words in the puzzle.



Across

2. Many different things .... the way we behave.
6. connect, join
8. Ask someone a lot of questions, especially if they want a job.
11. make something better
12. dream during the day
14. If something is broken, you can try to .... it.

Down

1. A piece of paper that has nothing on it is ....
3. to pay a lot of attention to something or someone
4. When people are tired they often do this.
5. a person who designs things
7. make an illness better
9. receive money from working
10. somebody who offers to do something, often for very little or no money
13. very small, not important

2 *'Long' (formal) questions* Asking polite questions

You are in a large library and you need some information for a project on sea animals. Write some polite questions to ask the librarian. You need to know:

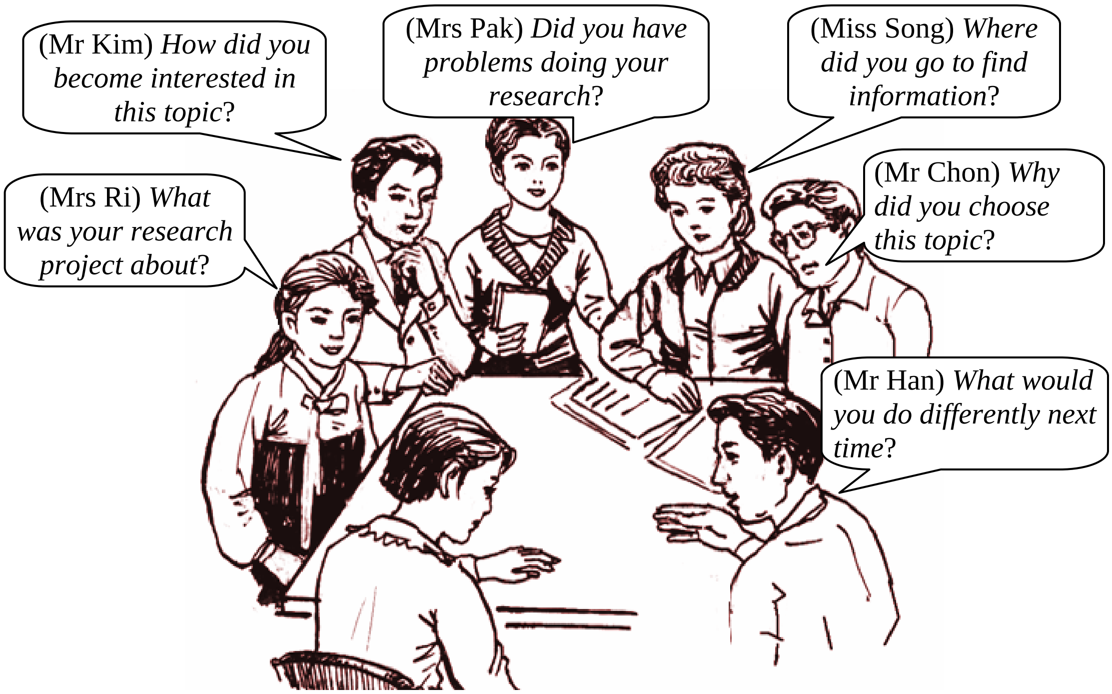
1. what section of the library has books about sea animals
2. if you can borrow the books
3. if you have to pay anything
4. if you can photocopy
5. when the library is open at weekends
6. how you can use the computers

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....

3 *Reported questions* The interview

It's examination time! The teachers asked Mrs Sin these questions about her project. After the interview Mrs Sin told her friends about the questions. What did she say?

1. *Mrs Ri asked me what my research project was about.*
2. ....
3. ....
4. ....
5. ....
6. ....



4 In the studio

Look at the picture of the people working in their studios. Write about each of the people in the box like this.

The person writing music in studio 1 is a composer.

sculptor	composer	weaver	photographer
potter	choreographer	graphic artist	clothes designer

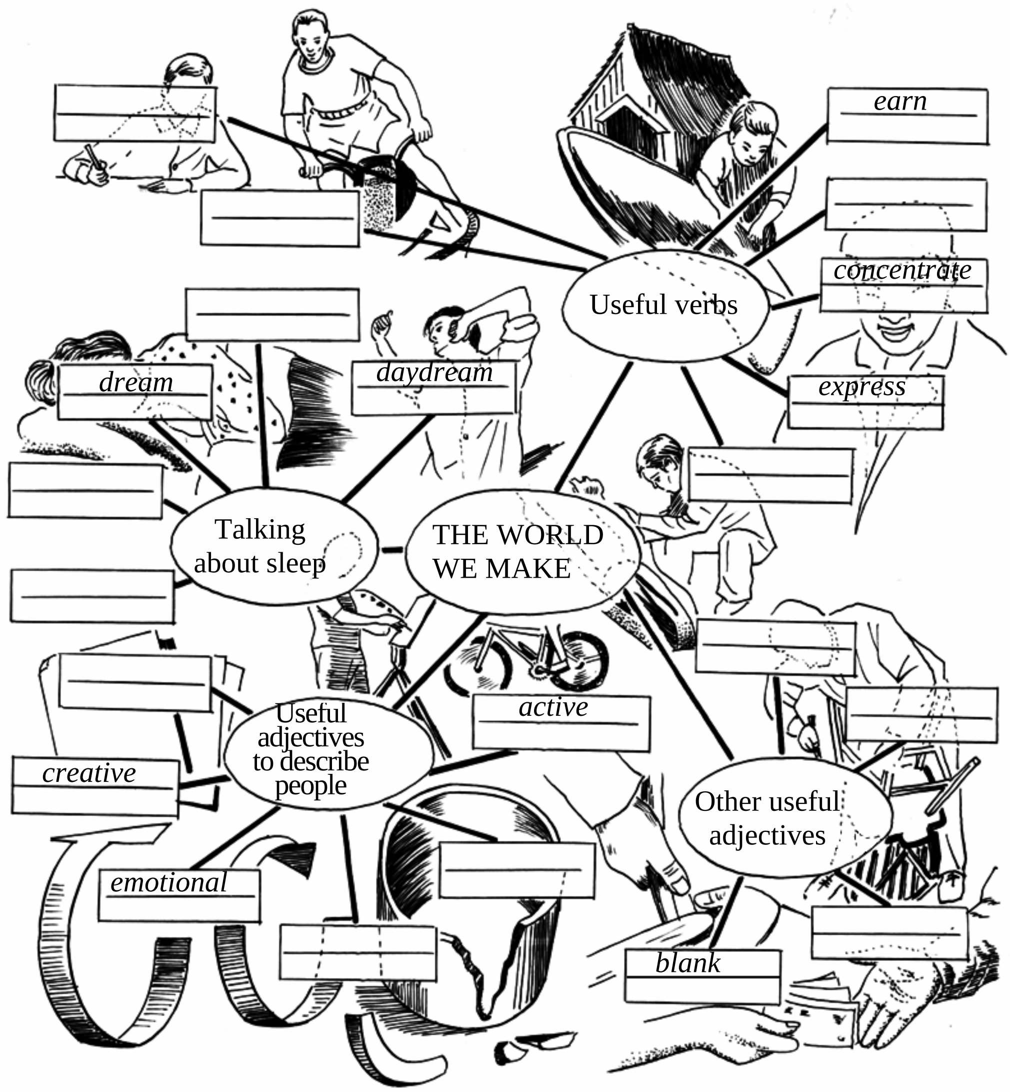


A vocabulary map (2)

The world we make

Write these words in the most appropriate area of the vocabulary map. (Some words can go in two or more areas.) You can also add the meanings in Korean language (in the bottom half of each box). Can you add any more words that you know or any more areas to the map?

active	blank	concentrate	creative	daydream	dream
earn	express	emotional	fascinating	fearful	helpless
hopeless	improve	inflexible	intelligent	inventive	irritable
minor	nap	ordinary	original	powerless	relaxed
repair	repetitive	solve	useless		



Test

1 *Writing* Some revision cards

You can help yourself and other students in your class if you make your own revision cards. Your revision cards can include a short text and some exercises. Follow these steps to learn how to make them.

1.1 Look back

Work with your neighbour. Look back at a Topic and Language Unit in your textbook and answer these questions. Tell the class what you have found.

What is the first exercise in a Unit usually about?

Can you find an exercise where you have to produce something—for example a poster or a letter?

Is there a text?

What exercises are there about a text?

Can you find an exercise that involves:

listening?	*speaking*?	*reading*?
writing?	*grammar*?	*vocabulary*?

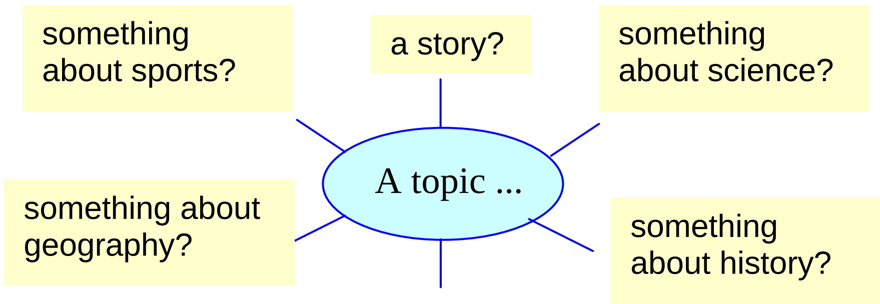
For example, look at part of Unit 1, 2, 5, 6. Can you match each label to the correct exercise or exercises?

a. an exercise that asks what you think or do
b. an exercise that asks you to listen and understand generally
c. an exercise that asks you to listen and find details
d. an exercise that asks you to brainstorm your ideas
e. a text to read
f. an exercise to test your comprehension
g. an exercise to increase your vocabulary

1.2 Make your own revision cards

Work with your neighbour or in a small group. To make your own revision cards, you first need a topic. It can be something you have studied in other subjects or something else you would like to write about. Discuss your ideas and choose something!

What can you write? Note down your ideas. You can write the text together in your group, or you can each do different parts. You decide!



1.3 Write the exercises

What exercises can you write about your text? Look at the ideas in Steps 1 and 2 and decide who will write the different exercises. You can look at the *Ideas List* for more ideas.

1.4 Put it all together

Check your spelling, grammar and vocabulary. Then put your text and exercises together. You can also add some pictures or drawings. Exchange cards with other students or classes.

2 *Thinking* A letter to You

There is a letter on the next page from the authors to you.

Work by yourself or in small group. Think about your answers to the questions and write to the authors!

Dear Students

This is the end of the textbook! We hope that you have enjoyed using it and that it has helped you to improve your English. We also hope that the book has helped you to learn a lot of other things about the world.

Now that you have come to the end of the book, we would like to learn something from you! We would like to hear your opinions and ideas about this book. In that way, we can continue to improve the books that we write. Can you write to us and tell us what you think? Here are some questions:

Did you like the topics in the book?

What was your favourite topic?

What was your least favourite topic?

Did you find the exercises difficult, easy or just right?
Were there some types of exercises that you liked a lot?
Were there some types of exercises that you didn't like at all?
If there was another book after this, what topics would you like in it?
Please also tell us something about yourself:
How old are you? How long have you been studying English?
Many thanks! We look forward to hearing from you.

Best wishes

Authors

PART II

Unit 1 That Crazy Tower in Pisa

Three million people visit Pisa each year. That's a lot of people. Why do they come to this town in Italy? To see a tower. The tower is not straight. The crazy tower leans! It is known as the Leaning Tower of Pisa.

The tower looks as if it might fall at any time. In fact, some visitors stop at the tower just long enough to take a picture. Then they hurry away. Other visitors climb the 294 steps to the top – and come down, feeling like heroes.

Engineers say that the visitors are safe – at least for a while. But the tower does lean. It slants 14 feet 10 inches at the present time. The tower has been leaning for 800 years. And every year it leans a tiny bit more. If this keeps on, the tower will fall.

You may wonder what makes the tower lean. If you look at the tower, you will see that one side of the tower is deeper in the earth than the other.

The foundation on which the tower rests has sunk into the soil on the leaning side. Why has this happened?

Pisa's tower weighs 14 500 tons. The soil of the town is a mixture of clay and sand and water. A heavy tower built on soil like this must have a very strong foundation. The Leaning Tower's foundation is just not deep enough and wide enough for the tower above it.

Can anything be done about the tower? Yes, Italian engineers have several plans. They don't want to make the tower straight – just keep it from leaning any further. So all the plans call for a new foundation that won't sink.

But a new foundation can't be built while the tower is resting on the old one. The tower must be raised. And it must have something to rest on while the new foundation is being built.

The tower could be raised with jacks. They would be like the jacks we use to raise automobiles to change the tires. Only these jacks would be giant ones. One plan calls for 15 of them to be placed around the tower. Each of the giant

jacks would be on its own foundation. And each of them could lift 1 000 tons. The 15 jacks would raise the 14 500-ton tower and hold it up while the new foundation is being built.

The Italian engineers are searching for the best plan to save the tower. They know that any plan will take a lot of money. They are trying to get the money from the Italian government. But many Italians refuse to believe that the old tower is in danger. "It leans and leans and leans," they say. "But it will never fall down." The engineers want to make sure that it won't.

Exercises

1. Answer the questions

1) Why is the tower called the Leaning Tower of Pisa?
2) What makes the Tower of Pisa lean?
3) How many steps to the top are there?
4) Why has one side of the foundation sunk into the soil?
5) How many years has the tower been leaning?
6) Do the Italian engineers try to make the tower straight?
7) How many tons can each of the jacks lift?
8) What can giant jacks be used for?

2. Vocabulary exercises

1) Find out single words from the text that mean:

(1) made up of irregularly shaped pieces fitted together
(2) be in a sloping position
(3) do something more quickly
(4) protected from danger
(5) be placed on
(6) fall slowly downwards
(7) the solid base of a building underground
(8) without a bend or curve
(9) device for raising heavy weights off the ground
(10) enormous
(11) lift something to a higher level

2) Word building

(1) The suffixes "-ment", "-ation", "-sion" and "-ion" are used to form nouns from verbs;

e.g. govern → government   assign → assignment

found → foundation   introduce → introduction

comprehend → comprehension   confuse → confusion

Now complete the following table:

Verb	Noun	Verb	Noun
	announcement		management
suggest		examine	
	development		combination
decide		move	
	completion		employment
produce		distract	
	organization		division
entertain			consideration
	protection		recognition
	permission	exhibit	

(2) Complete the following table:

Country	Adjective	Person	Country	Adjective	Person
Italy	Italian	an Italian	Ethiopia		
Korea	Korean		Congo	Congolese	
Australia		an Australian		Russian	
	Chinese			Spanish	a Spaniard
		a Canadian	Germany		
England					an Indian
	French		Greece	Greek	
		a Japanese	Iraq		

3) Read the text again and find out antonyms corresponding to the following words.

(1) little	(a.) ( )	(7) weak	(a.) ( )
(2) dangerous	(a.) ( )	(8) narrow	(a.) ( )
(3) past	(a.) ( )	(9) curved	(a.) ( )
(4) shallow	(a.) ( )	(10) float	(v.) ( )
(5) light	(a.) ( )	(11) delay	(v.) ( )
(6) tiny	(a.) ( )	(12) lower	(v.) ( )

3. Grammar exercises

1) Make one sentence from two. Complete the new sentence using "enough" or "too" as in the models.

Model 1: Two people can't stand on the chair. / It isn't strong enough.

→ *The chair isn't strong enough to stand on.*

Model 2: We couldn't eat it. / The food was very hot.

→ *The food was too hot to eat.*

(1) We couldn't carry the boxes. / They were too heavy.
The boxes were ______________________________________.

(2) I can't drink this coffee. / It's too hot.
This coffee is ______________________________________.

(3) Three people can't sit on this sofa. / It isn't big enough.
This sofa ______________________________________.

(4) Don't eat these apples. / They're not ripe enough.
These apples ______________________________________.

(5) We can swim in the river. / It is warm enough.
It is ______________________________________.

(6) Nobody could move the piano. / It was too heavy.
The piano ______________________________________.

(7) We couldn't climb over the wall. / It was too high.
The wall was ______________________________________.

(8) You can't see any things without a microscope. / They are too small.
Some things are ________________________________.

(9) I can't explain the situation. / It is too complicated.
The situation is ________________________________.

(10) You can touch the ceiling. / It is low enough.
The ceiling is ________________________________.

2) Reconstruct these sentences using "make", "let" and "have".

(1) The teacher asked the pupil to say the sentence again. The boy did so.

(2) She wanted the child to drink some milk. But the child did not.

(3) We told him many jokes. We wanted him to laugh, but he did not.

(4) Sunshine helps the growth of plants.

(5) The earth pulls things to itself. So an apple falls down.

(6) The Duke asked the soldiers to tie the boy to a tree.

(7) My teacher wanted me to go to the library every Sunday.

(8) I asked him to repair the door.

(9) He told me to stay here for three days.

(10) My mother wanted me to write a diary every day.

3) Change the following active sentences into passive ones.

(1) Somebody is using the computer at the moment.

(2) This plant has fulfilled the yearly plan.

(3) They are discussing an important problem at the meeting.

(4) We have just finished the work.

(5) We met the delegation at the airport.

(6) We raise rice in this part of the country.

(7) I must do it at once.

(8) You can use this material for your work.

(9) Everybody looked at the boy.

(10) They took a great care of him.

4) Make the plural of the nouns ending in "- o".

(1) - s

radio	piano	photo	kilo	video	studio
stereo	cockatoo	kangaroo	zoo	disco	

(2) - s / - es

dodo	dingo	buffalo	zero	volcano

(3) - es

tomato	potato	mosquito	Negro	hero	echo

Find three mistakes in the following.

Photos	dodoes	zeroes	tomatoes	Negroes
Potatos	kilos	buffaloes	videos	pianoes
Radios	stereos	mosquitoes	studios	echos
heroes				

4. Writing

1) Make short sentences.

(1) as if ... (2) at least (3) for a while

(4) call for ... (5) be in danger (6) make sure

2) Put into English.

(1) 주체사상탑은 위대한 주체사상을 후대들에게 길이 전할것이다. (hand down, forever)

(2) 21세기는 정보산업의 시대이므로 누구나 다 콤퓨터를 다룰줄 알아야 한다.

(3) 어제 나는 영남이와 함께 사진을 찍었다.

(4) 그는 외국인과 영어로 말할수 있으리만큼 영어를 잘한다.

(5) 누가 어제 고장난 콤퓨터를 수리했습니까?

(6) 나는 지난주에 학교리발소에서 머리를 깎았다.

(7) 그는 우리 기술자들이 곧 새로운 형의 선반을 만들어낼것이라고 확신하였다. (lathe)

3) Composition

"My Visit to the Tower of the Juche Idea"

Unit 2 Mother to Birds

From the time he was a boy, Konrad Lorenz studied how birds behave in the place where they really belong —outdoors. He lived near a beautiful lake where hundreds of water birds lived.

Many times he sat near the lake, watching a mother goose warm her eggs in her nest. He watched the goslings hatch out of their eggs. As he watched, he wondered: Why do goslings follow their mother so closely? How do they know she is their mother? It seemed that goslings were born ready to follow just as human babies are born ready to suck milk. No one teaches them, but somehow they know. Goslings have an 'instinct' to follow. But how do they know whom to follow? Lorenz thought that they might follow anyone, even a human being like himself.

To test this idea, he made an experiment. He put goose eggs in an incubator. When goslings hatched, they saw Lorenz looking at them. He gently placed them on the floor. Soon after they began to walk, they followed Lorenz wherever he went.

Lorenz made this experiment again and again, and found the fact that goslings accept as their mother anybody they see right after they hatch. They will always follow that 'mother' whoever 'she' may be. Lorenz called this 'imprinting'. In the experiment, the goslings were imprinted on Lorenz. In nature, they are imprinted on their real mother. Lorenz tried the same experiment with ducklings. When they hatched, however, they did not follow him. They ran away from him and hid in a dark corner.

Lorenz then remembered a farmyard duck that hatched out wild duck eggs he had put in her nest. The wild ducklings followed her around happily though she looked quite different from a mother wild duck. Perhaps it was the kind of quack that the mother duck made, he thought.

Lorenz practised the call of a wild duck. Then he put more duck eggs in the incubator. As soon as they hatched, he began quacking like the mother bird. "Quahg, gegeg, quahg, gegeg." They followed him! Lorenz then knew that ducklings are imprinted on anybody who quacks like a mother duck.

After that, Lorenz became mother to many ducklings and goslings. When he walked to the lake, a line of goslings would follow him. As he swam in the water, the goslings swam behind him.

When the goslings grew up, they had babies of their own. But whenever they saw Lorenz, they hurried over to greet him. To them, he was still their mother.

Exercises

1. Answer the questions

1) Did goslings follow anyone they like?
2) What experiment did he make at first?
3) What fact did he find through repeated experiments?
4) What was “imprinting”?
5) Why did the wild ducklings follow a farmyard duck that hatched out them?
6) Why do ducklings follow their mother so closely?
7) How do they know she is their mother?
8) What interesting thing happened when Lorenz walked to the lake and swam in the water?
9) Do you have any experience of taming a bird?

2. Vocabulary exercises

1) Find out the single words from the text that mean:

(1) young goose

(2) produce a young bird from an egg

(3) draw liquid such as milk into the mouth by using the lip muscles

(4) natural inborn tendency to behave in a certain way without training

(5) boxlike apparatus for hatching eggs

(6) space enclosed by or next to farm buildings

(7) young duck

(8) harsh sound made by a duck

2) Fill up the following table.

Male	Female	Young
cock	hen	chick
drake	duck	
gander	goose	
	peahen	
ox		calf
hog		piglet
he-cat	she-cat	
stallion		foal

3) Choose the words in Column A which have nearly the same meaning in Column B.

A	B	A	B
accept	instruct	put	look at
greet	consider	teach	bow
hide	place	think	conceal
live	receive	watch	examine
jog	walk	test	dwell

4) Read the text again and find out antonyms corresponding to the following words.

(1) accept	(v.)	( )		(9) cool	(a.)	( )
(2) forget	(v.)	( )		(10) ugly	(a.)	( )
(3) seek	(v.)	( )		(11) tame	(a.)	( )
(4) stand	(v.)	( )		(12) far	(a.)	( )
(5) bright	(a.)	( )		(13) before	(prep.)	( )
(6) learn	(v.)	( )		(14) roughly	(ad.)	( )
(7) long	(ad.)	( )		(15) unhappily	(ad.)	( )
(8) indifferent	(a.)	( )		(16) unreal	(a.)	( )

5) Word building

(1) Give the noun form of each of the following adjectives.

Adjectives	Nouns	Adjectives	Nouns	Adjectives	Nouns
miserable		happy		angry	
probable		proud		high	
comfortable		free		true	
impatient		silent		young	
anxious		honest		glad	
interesting		safe		sad	

(2) The suffixes "-al", "-ance", and "-ence" can be used to form nouns from verbs. Now fill up the following table:

Verbs	Nouns	Verbs	Nouns	Verbs	Nouns
accept		confer			refusal
appear			arrival		removal
	dependence		insistence	rely	
differ			guidance	prefer	
	disturbance	perform		propose	
	existence	sign			survival

3. Grammar exercises

1) Fill the blanks with whoever, whichever, whatever, whenever, wherever, and however.

(1) He will give ______ you may need.

(2) We will go to our dinner ______ the clock strikes one.

(3) I will take ______ you like.

(4) ______ comes, will be welcomed.

(5) ______ tired you may be, you must do it.

(6) You must be among the people ______ you go.

(7) ______ I called on him, he was out.

(8) _____ he may be, I don't want to see him.

(9) _____ you may stay, please keep in touch with me.

(10) You can't move the stone _____ strong you are.

2) Translate the following sentences into Korean paying attention to the appositive conjunction "that".

(1) The fact that Mary was black made it difficult for her to get a job.

(2) The news that he has been defeated in the competition is not true.

(3) The idea of "Aim High" implies the revolutionary spirit that one must aim high and fight to the last in order to achieve the independence of one's country.

(4) We have the conviction that we shall surely win.

(5) The judge paid a lot of attention to the fact that Tom was unhappy at home; he held the parents responsible for the fact that the child had run away.

(6) The news that our new project was approved was very encouraging.

(7) The fact that Johnson was caught for stealing surprised everybody.

(8) The news that she got the first place in the English competition was really surprising.

(9) The idea that we can work with computers is very exciting.

(10) The possibility that a small star hit the earth attracts many people's attention.

4. Writing

1) Make short sentences.

(1) just as	(5) again and again
(2) somehow	(6) right after
(3) in nature	(7) hurry over
(4) run away	(8) a line of ...

2) Put into English.

(1) 날씨가 아무리 나쁘다해도 우리는 반드시 그 일을 해내겠다.

(2) 안내원은 누가 물어보든 언제나 친절하게 대답한다.

(3) 이 도서관에서는 아무 책이나 마음에 드는것을 읽을수 있다.

(4) 무엇을 하든지간에 그것을 훌륭히 하시오.

(5) 어떤 일이 있어도 나는 과업을 수행하겠다.

(6) 그가 누구이든 나는 상관없다.

(7) 내가 할수 있는것은 무엇이나 다 하겠다.

(8) 그는 나를 볼 때마다 웃으며 인사했다.

(9) 문제는 누가 거기에 가서 지시를 전달하는가 하는것이다.
(convey instructions)

(10) 뻐꾹새가 울자 나도 《뻐꾹뻐꾹》하고 소리를 내기 시작하였다.
(a cuckoo, “cuckoo and cuckoo”)

3) Composition

“My Interesting Observation on an Animal or a Plant”

Unit 3 Satellites

The moon travels round the earth once every month. It is a natural satellite of the earth. A satellite is an object, either natural or man-made, which travels in an orbit round another object in space.

Man-made satellites are carried up into space by rockets. To escape the pull of the earth, a rocket must reach a speed of 28 440 km/h. If the rocket does not reach this speed, it will fall back to the earth.

A satellite is one of the most expensive pieces of scientific equipment in the world. First, it must be very light, the lighter the better, because it has to be sent up into space by a rocket. Second, it usually contains very expensive cameras. It has equipment for making electricity from sunshine, using very broad sun panels. These are folded up inside the satellite.

Once the satellite goes into its orbit round the earth, the panels are unfolded in order to catch the sunshine. There is a rocket motor on the satellite by which the direction of the satellite can be changed if necessary.

Satellites for broadcasting are used to send radio and TV programmes from one part of the world to another. Most of these satellites do not change their positions. They remain above the same place on the earth and travel round it in a very high circle. In this way, they are able to connect broadcasting stations which are a long distance from each other. Signals travel at the speed of light. They reach the satellite and return to the earth in less than a second.

Weather satellites send information and photos of weather conditions to weather stations on the earth. It is therefore possible to say not only what the weather is like at present, but also what is likely to happen in the next day or two. This is very useful when there is a hurricane in an area, as it is possible to see the path of the hurricane in the satellite pictures. Ships and planes can be warned so that they can keep out of the path of the hurricane.

In 1964 a group of 17 countries set up an organization for sending telephone signals by satellite. Their first satellite was called Early Bird.

Today there are more than 100 nations in this group and dozens of satellites have been put into space. You can telephone somebody on the other side of the

world with the help of a satellite. Satellites are used more and more to take photos of the earth and to produce maps. Special cameras can produce pictures showing where different metals can be found. They can tell the difference between healthy plants and plants that are diseased. This is useful for scientists who work in forests and in agriculture.

There are many research stations on the earth in which outer space is studied. The problem with looking into space from the earth is that there is a lot of dust in the earth's air. The dusty air makes it difficult to get a clear picture of space. With space satellites there are no such problems. They are being used more and more to collect information about space, to carry out experiments and to send the information back to research centres on the earth.

August 31, Juche 87(1998), witnessed a miraculous event in the DPRK. A rocket-powered delivery vehicle carrying an artificial earth satellite had jumped off into the sky, roaring and sparkling. Both the artificial earth satellite —"Kwangmyongsong 1" and the multistage rocket-powered launch vehicle are the domestic products of this country—100%, from the materials to designing, production and assembling.

There are only a few countries capable of launching and managing the artificial satellites on their own throughout the world. The DPRK's successful launching of its artificial satellite into the right orbit of the outer space at a go indicates that its satellite-launching technology has reached the world standard and its technique of manufacturing regulation and communication equipment is at a high level.

The successful launching makes it possible for the DPRK to launch application satellites at any time.

Exercises

1. Answer the questions

1) What is a satellite?
2) Why is it possible for a man-made satellite to go into space?
3) How can we put satellite into space?
4) How does a satellite produce electricity?
5) Why is it necessary for broadcasting satellites not to change their positions?

6) Why do we use weather satellites?
7) What does a weather satellite give us?
8) When was the organization for sending telephone signals by satellites set up?
9) How many weather satellites have been put into space?
10) What can we do with the satellites?
11) What are there many research stations on the earth for?
12) Can't we study space on the earth?

2. Vocabulary exercises

1) Find out single words from the text that mean:

(1) a natural body in space going round a planet
(2) path followed by a planet round another body
(3) universe beyond the earth's atmosphere
(4) get free
(5) easy to lift or move
(6) wide
(7) curved line every point on which is the same distance from the centre
(8) join
(9) storm with a violent wind
(10) a set of twelve
(11) careful study or investigation

2) Fill in each blank with one of the words below.

broad	fold	signal	camera	circle	connect

(1) A piece of equipment for taking photographs of making films is called a ...
(2) The word .... means "very wide".
(3) The kitchen is very small. To save space, we .... up the table after each meal.
(4) When you .... a pipe or wire to something, you join the end of it to the end of the other thing.
(5) Mr Brown was waiting in the studio. When he saw the .... , he began to speak.
(6) Let's sit in a .... round the table to have a round-table meeting.

3) Choose the right word for each blank.

(1) UFO means an unidentified flying .... (object, subject)

(2) What .... will you study this term? (object, subject)

(3) I am not sure that this is the .... to the Korean Revolution Museum. (direction, position)

(4) In old days, people told the time by the .... of the sun. (direction, position)

(5) The pilot sat in the plane and waited for the .... to take off. (sign, signal)

(6) She told me that the .... meant "victory". (sign, signal)

(7) If you want to iron your skirt, you must .... it first. (fold, unfold)

(8) If you .... something such as a piece of paper or cloth, you bend one part of it to cover another part. (fold, unfold)

(9) Look at these .... tables and chairs. You can't have cleaned them for long. (dust, dusty)

(10) Each car going on the road threw up a cloud of .... behind it. (dust, dusty)

4) Word building

The suffix "-al", can be added to nouns to form adjectives with the meaning "of", e.g.

colony → colonial = of a colony

nature → natural = of nature

The suffix "-ous" can be also be added to nouns to form adjectives with the meaning "having much", "full of" or "causing".

e.g. space → spacious = having much space

joy → joyous = full of joy; causing joy

Now form adjectives by adding "-al" or "-ous" to the nouns given below. Make changes in spelling where necessary.

Nouns	Adjectives	Nouns	Adjectives	Nouns	Adjectives
addition		condition		education	
courage		practice		intention	
emotion		mountain		nation	
advantage		anxiety		person	
curiosity		danger		music	
fame		industry		mystery	

3. Grammar exercises

1) Join the pairs of sentences together without commas.

Model: The room was very clean. We took the photos in it.

→ *The room in which we took the photos was very clean.*

(1) The wires were very old. The machines were connected with them.

(2) The panels are broad. The electricity is made from them.

(3) The pilot told us stories about his travels. We had dinner with him.

(4) The town looked very beautiful. We had to circle around it in our plane.

(5) The globe measured over one metre across. We stood around it.

(6) The satellite will be sent into space next year. This rocket is being built for it.

(7) The photos are kept in that cupboard. We found the information in them.

(8) The weather report is being broadcast at seven o'clock. We shall need the satellite pictures for it.

(9) The country is on the other side of the world. This news report is coming from it.

2) Write in the correct word: "who / that / which / where / when / whom/ whose"

(1) I can remember the time ______ it was difficult to make international phone calls.

(2) We took a photo of a rocket, the length of ______ was about 30 metres.

(3) There were three people from _____ we attempted to find out information.

(4) The student _____ globe I borrowed did not come to school today.

(5) I never heard again about the Russian satellite _____ the dog died in.

(6) We have visited the place _____ parts of the rocket came down.

(7) This is the pilot _____ I got the photos from.

(8) That is the exhibition _____ you should go to.

3) Work in pairs to make sentences.

1. If a rocket does not travel fast enough,	a. you can escape it.
2. If you know where a hurricane is moving,	b. you can use sunshine panels.
3. If you want to see what the world weather is like,	c. you can use a rocket motor.
4. If you want to change the direction of a satellite,	d. it will fall back to the earth.
5. If you want to send a news report to another country,	e. you can look at a satellite picture.
6. If you want to make electricity in space,	f. you can use a broadcasting satellite.

4) Join the pairs of sentences with "so that" as in the models.

Model 1: She is learning English. She wants to read English books.

→ *She is learning English so that she can read English books.*

Model 2: I hurried. I didn't want to be late.

→ *I hurried so that I wouldn't be late.*

(1) Jackson moved to London. He wanted to see his friends more often.

(2) I wear warm clothes. I don't want to be cold.

(3) I left Dave my phone number. I wanted him to be able to contract me.

(4) We whispered. We didn't want anybody else to hear our conversation.

(5) Please arrive early. We want to be able to start the meeting on time.

(6) Jennifer locked the door. She didn't want to be disturbed.

(7) I slowed down. I wanted the car behind me to be able to overtake.

(8) Leave early. I don't want you to miss the first bus.

4. Writing

1) Make short sentences.

(1) either ... or ...	(2) from one ... to another	(3) not only ... but also ...
(4) be likely to ...	(5) at the speed of ...	(6) at a go
(7) at any time	(8) at a high level	(9) set up
(10) with the help of ...	(11) dozens of ...	(12) a group of ...

2) Put into English.

(1) 우리 당의 선군사상은 세계적으로 널리 연구보급되고있다.
(the Songun idea, disseminate)

(2) 어제 열렸던 초급단체총회에서는 결정서가 채택되였다.
(a primary organization, resolution, adopt)

(3) 이것이 우리가 공부하는 학교이다.

(4) 동무가 자주 말하던 그 축구선수는 언제부터 선수가 되였니?

(5) 어제 우리가 이야기하던 그 경기가 래일 진행된다.

(6) 내가 다니던 학교에서는 과외체육을 정상화하였다.
(after-school sports)

(7) 주체87(1998)년 8월 31일 우리 나라에서 처음으로 인공지구위성 《광명성1》호를 성과적으로 발사하였다.

(8) 다른 동무들이 공부하는데 방해를 주지 않으려고 그들은 조용히 말했다.

(9) 박동무는 체력을 단련하기 위하여 매일 아침 일찍 일어나 달리기를 한다. (build up one's physical strength)

3) Composition

"The Artificial Earth Satellite – 'Kwangmyongsong 1' "

Unit 4 Master of the Mountain Peaks

As darkness fell, hundreds of people in the Swiss village left their houses. They stood in groups along the main street. Some were worried. Some were fearful. All were silent, waiting for a signal light. They were staring up at the mighty Matterhorn.

The shape of the mountain peak is a triangle. All year, ice and snow cover the peak, making it beautiful – and dangerous.

Over the years, thousands of mountain climbers had reached the sharp peak of the Matterhorn. All of them used the southern route. But no one had ever dared to try a winter climb up the northern side. And there was good reason.

This route was called "the impossible". The climb was straight up, and in winter the whole mountainside was covered with ice. It was like trying to climb up a glass wall.

But now one man was daring to try the "impossible". Walter Bonatti, a famous mountain climber from Italy, was this man.

For two days he had inched his way upward. For two days the village people had watched him. Now they waited for his nightly signal. The climber would light a green flare if he planned to go on the next day. A red light meant that he was turning back.

Exactly at eight o'clock, a tiny green light glowed high on the mountainside. Bonatti was not giving up! The people cheered. Chattering among themselves, they returned to their warm, comfortable homes.

The mountain climber was neither warm nor comfortable. He was making his "bed" against a rock wall. He hammered two steel spikes into the rock. Between them he stretched a hammock – a hanging bed of ropes and strong cloth. Carefully, the weary climber crawled into the hammock.

The cold was terrible. To keep his feet from freezing, he drummed them against the side of the mountain. This movement kept his blood stirring. He dared not fall asleep.

The next day Bonatti clawed his way upward. He was so lonely and so tired! But he would not give up. Again that night he lit the green light. Then he put up

the hammock and crept into it. He knew that tomorrow would be the end of the adventure – one way or another.

In the morning, Bonatti looked above him. He could not see the top of the Matterhorn, but he knew he was almost there.

Bonatti took off both his mittens. He would use his bare hands. He must feel each piece of rock and test its strength. He must fit his fingers into any possible slit. Often he would have to crush the ice above with his ax. Only then could he find a place to hook his fingers. Oh, how his arms ached! His fingers were cracked and bleeding. His boots slid on the icy rocks. But he moved up, inch by painful inch, toward the sky.

Bonatti had spent months training for this climb. He did headstands and handstands. He squeezed rubber balls to strengthen his fingers. He spent nights sleeping out of doors in below-freezing weather. And every day Bonatti practised climbing a 1 000-foot-high mountain wall near his home. But had he trained enough? Did he have the strength to make it to the top?

A small plane circled the peak of the Matterhorn. The pilot and crew looked for signs of Bonatti. At first they saw only the six-foot iron cross at the top. The cross was put there for climbers who had died on this mountain.

Then suddenly the watchers saw some movement. Bonatti was coming into view over the edge of the highest rock. First his hand, then his head and shoulders showed. Very, very slowly, he dragged himself up. He was over the edge! He was at the top!

The pilot radioed the news to the village. Bonatti had reached the peak by the "impossible" northern route!

The trip down the southern route was easy. He was tired but joyous. The village welcomed him with bands and fireworks. Later, he was given a gold medal. Walter Bonatti had done the "impossible". He was, indeed, master of the mountain peaks.

Exercises

1. Answer the questions

1) Had other climbers reached the peak of the Matterhorn before Bonatti made his climb?
2) Why was the northern route called "the impossible"?
3) How did the people know that Bonatti did not give up but continued to

climb up?

4) How was the weather on Matterhorn?
5) How did he sleep on the ice wall?
6) How many days did it take for him to climb up the peak?
7) How do you explain his being able to make "the impossible" climb?
8) What helped Bonatti most – his training, strength, bravery or something else?
9) What do you admire most about him?

2. Vocabulary exercises

1) Find out the single words from the text that mean:

(1) a pointed top of a mountain

(2) way taken or planned to get from one place to another

(3) sign that conveys a message

(4) bright light used as a signal

(5) send out light without flame

(6) talk quickly, continuously

(7) hard thin pointed piece of metal

(8) bed made of canvas suspended by cords at the ends

(9) type of glove covering four fingers and the thumb separately

(10) long narrow cut or opening

(11) person who operates the controls of an aircraft

2) Find out the letter of Bonatti's reason for doing each thing.

What he did	His reasons
1. carried an ax	a. to strengthen fingers
2. took off mittens	b. to rest against a steep rock wall
3. hung a hammock on spikes	c. to feel out each rock for holds
4. drummed his feet	d. to chop holds in ice
5. squeezed rubber balls	e. to keep from freezing

3) Word building

(1) The suffix "-y" can be added to nouns to form adjectives, with the meaning "full of, having, containing, covered with, or inclined to".

e.g. might + -y → mighty: having might

fun + -y → funny: full of fun

salt + -y → salty: containing salt

dust + -y → dusty: covered with dust

sleep + -y → sleepy: inclined to sleep

Now form adjectives by adding "-y" to the nouns listed below and use them in the following sentences.

noise	health	dirt	storm	rose	sun	smoke
rain	mud	sleep	taste	smell		

① The children looked wonderful with their bright eyes and _____ cheeks.

② "Don't touch the biscuits with your _____ hands," cried Mrs Johnson to her son Tom. "Go and wash them!"

③ You can hear the _____ motorcycle from a distance.

④ "Big Jim" and his friends began to smoke after lunch and soon made the room ______.

⑤ It is too _____ to sail today.

⑥ I hope it will be _____ tomorrow. We have had too many _____ days.

⑦ When you walk on _____ ground, you get mud on your shoes.

⑧ Take the _____ fish out of the refrigerator!

⑨ I feel ______. Open the window.

⑩ Last night he treated us with _____ food at the restaurant.

(2) Form verbs by adding "-en" to the nouns given below and then put them in the blanks to complete the following sentences. Change the form where necessary.

Model: threat → threaten

The clouds threaten rain.

strength	**haste**	**length**	**height**	**fright**	**heart**

① We will not be _____ by threats.

② The new owner of the house was so tall that the doorway had to _____ before he moved in.

③ A sure way to _____ your muscles is to practise weight lifting.

④ His last year's trousers are now outgrown and need _____ a little.

⑤ The death of Mr Black _____ the final breaking up of the family.

⑥ We _____ greatly _____ by the news that the Korean team defeated the American team in the Olympic games.

(3) The suffix "-en" can be added to adjectives to form verbs, meaning "make" or "become".

e.g. bright + -en → brighten: make or become bright or brighter

Now complete the following sentences with verbs formed in this way from the adjectives given in brackets:

① The river _____ at its mouth where it meets the sea. (broad)

② His interests _____ as he grew up. (wide)

③ We must _____ our steps if we don't want to be caught in the rain. (quick)

④ As the storm approached, the sky _____. (dark)

⑤ This knife of yours needs _____. (sharpening)

⑥ This new highway _____ the trip from this city to the capital. (short)

3. Grammar exercises

1) Join each of the following pairs of sentences, using a participle as in the model.

Model: You are planting the flowers. / You must take care not to damage the roots.

→ *Planting the flowers, you must take care not to damage the roots.*

(1) He got on his horse. / He began riding at full speed.

(2) I sat in the front row. / I could see everything clearly.

(3) The speaker refused to continue. / He was infuriated by the interruptions.

(4) People were sleeping in the next room. / They were wakened by the roll of thunder.

(5) I didn't like to cross the field. / I knew that there lived many snakes.

(6) He turned to the left. / He found a big building.

(7) Jane met a scientist. / She found that he was very tired from his long journey.

(8) I had seen the film. / I had no desire to go to see it again.

(9) He lived at the village long time. / He told me about the village several time.

(10) They marched along the street. / They were singing "Road to Victory".

2) Rewrite these sentences changing participle constructions into clauses as in the model.

Model: Studying hard at school, he got excellent marks.

→ *As he studied hard at school, he got excellent marks*.

(1) Feeling rather tired, I couldn't go there.

(2) Living in the country, we had a lot of fun.

(3) Walking along the street, I learned the text by heart.

(4) Feeling thirsty, he drank a glass of water.

(5) Being unable to help in any other way, I gave her my book.

(6) Not knowing what to do, I asked him.

(7) Having done my homework, I played football with my classmates.

(8) Putting down my newspaper, I walked over to the window.

4. Writing

1) Make short sentences.

(1) in groups
(2) give up
(3) neither ... nor ...
(4) inch by inch
(5) out of doors
(6) at first
(7) come into view
(8) creep into ...
(9) drag oneself up

2) Put into English.

(1) 우리는 선군시대의 영웅들을 적극 따라배워 조국과 인민에게 충실한 일군이 되여야 한다.

(2) 그들은 콤퓨터를 능숙하게 다룰줄 알고 영어에 정통하였으므로 과제를 원만히 수행할수 있었다.

(3) 땅속으로 60km쯤 들어가면 쇠도 녹을만큼 뜨겁다.

(4) 애국자가 되자면 조국의 나무 한그루, 흙 한줌도 사랑해야 한다.

(5) 롱구는 청소년들의 키를 크게 하고 동작을 민첩하게 해주므로 우리는 롱구를 많이 하여야 한다.

(6) 어머니가 부엌에서 저녁을 짓고있는 사이에 나는 방에서 숙제를 하고있었다.

(7) 그는 축구경기를 해서 몹시 피곤했지만 숙제를 다하고야 자리에 누웠다.

(8) 그가 우리 집에 왔을 때 나는 TV를 보고있었다.

3) Composition

"Mountain - climbing"

Unit 5 How to Improve Your Study Habits

Perhaps you are an average student with average intelligence. You do well enough in school, but you probably think you will never be a top student. This is not necessarily the case, however. You can receive better grades if you want to. Here's how:

Plan your time carefully. Make a list of your weekly tasks. Then make a schedule or chart of your time. Fill in committed time such as eating, sleeping, meetings, classes, etc. Then decide on good, regular times for studying. Be sure to set aside enough time to complete your normal reading and work assignments. Of course, studying shouldn't occupy all of the free time on the schedule. It's important to set aside time for relaxation, hobbies, and entertainment as well. This weekly schedule may not solve all of your problems, but it will make you more aware of how you spend your time. Furthermore, it will enable you to plan your activities so that you have adequate time for both work and play.

Find a good place to study. Choose one place for your study area. It may be a desk or a chair at home or in the school library, but it should be comfortable, and it should not have distractions. When you begin to work, you should be able to concentrate on the subject.

Skim before you read. This means looking over a passage quickly before you begin to read it more carefully. As you preview the material, you get some idea of the content and how it is organized. Later when you begin to read you will recognize less important material and you may skip some of these portions. Skimming helps double your reading speed and improves your comprehension as well.

Make good use of your time in class. Listening to what the teacher says in class means less work later. Sit where you can see and hear well. Take notes to help you remember what the teacher says.

Study regularly. Go over your notes as soon as you can after class. Review important points mentioned in class as well as points you remain confused about. Read about these points in your textbook. If you know what the teacher will discuss the next day, skim and read that material too. This will help you

understand the next class. If you review your notes and textbook regularly, the material will become more meaningful and you will remember it longer. Regular review leads to improved performance on tests.

Develop a good attitude about tests. The purpose of a test is to show what you have learned about a subject. The world won't end if you don't pass a test, so don't worry excessively about a single test. Tests provide grades, but they also let you know what you need to spend more time studying, and they help make your new knowledge permanent.

There are other techniques that might help you with your studying. Only a few have been mentioned here. You will probably discover many others after you have tried these. Talk with your classmates about their study techniques. Share with them some of the techniques you have found to be helpful. Improving your study habits will improve your grades.

Exercises

1. Answer the following questions

1) Do you think you can improve your grades without having to spend more time studying?
2) Why is it important to plan your time carefully?
3) Do you spend all your free time studying? If not, what other things do you do in your spare time?
4) Where do you usually study in the evening? In your bedroom, in your classroom or in the library? Why?
5) What does skimming mean? Why is it important?
6) How can you make good use of your time in class?
7) Do you think it helpful to take notes while listening to your teacher? Why or why not?
8) Do you think it necessary to write down everything that the teacher says? What kind of information do you write down?
9) What should you do after class? Why is it important to review our lessons regularly?
10) What is the purpose of a test?

11) Which of the six suggestions in the text do you find the most helpful to you? Give your reasons.

12) Have you any other suggestions to offer to your classmates?

2. Vocabulary exercises

1) Find single words in the text that mean:

(1) ability to learn and understand

(2) added

(3) (sheet of paper with) information written or drawn in the form of a picture

(4) (sth. done for) rest and amusement

(5) what one likes to do in one's free time

(6) show, party, etc. that people enjoy

(7) as much as one needs; enough

(8) sth. that draws away the mind or attention

(9) read quickly to get the main ideas (of)

(10) have a general view of (sth.) beforehand

(11) pass over

(12) what one thinks about sth.

(13) too much

(14) lasting for a long time; never changing

(15) way of doing sth.

(16) mixed up in one's mind

(17) the act of understanding or ability to understand

(18) pay close attention (to)

2) Word building

(1) The prefix "mis-" can be added to nouns or verbs with the meaning "bad(ly)" or "wrong(ly)".

e.g. misbehavior → bad behavior

mispronounce → pronounce wrongly

The prefix "dis-", on the other hand, makes the meaning of a word just the opposite.

e.g. honesty → dishonesty
satisfied → dissatisfied
like → dislike

Now add the prefixes "mis-" or "dis-" to the following words:

agreement → _______	advantage → ______	appear → _______
approve → _______	behave → ______	comfort → _____
count → ________	contented → ______	continue → _____
close → _______	deed → _______	direct → _______
fortune → _______	guide → ________	hearten → _______
honour → _______	judge → ________	lead → _______
obey → _______	order → ________	print → _______
spelling → _______	translate → ______	understanding → ____

(2) Make up compound nouns by joining words from Column A with words from Column B:

A	B	A	B
type	moon	heart	power
honey	lace	blood	storm
air	sight	motor	boat
school	writer	cross	beat
neck	speaker	space	cycle
eye	port	super	road
loud	master	life	ship
sun	rise	rain	test

(3) Give as many compound words as you can of the following words:

Model: water → watermark waterfall watermelon waterproof waterpower watercolor

ball → football volleyball basketball handball baseball meatball

① hand → handcart ______ ______ ______ ______ ______
② house → housewife ______ ______ ______ ______ ______
③ work → workroom ______ ______ ______ ______ ______
④ book → bookstore ______ ______ ______ ______ ______
⑤ side → lakeside ______ ______ ______ ______ ______
⑥ room → bedroom ______ ______ ______ ______ ______

3) Fill in the blanks with the words or expressions given below. Change the form where necessary.

concentrate on	occupy	solve	enable
furthermore	aware	go over	attitude
organize	set aside	decide on	later
fill in	lead to		

(1) This new technique will ______ them to double their production.

(2) Fresh vegetables are nutritious; ______, they are cheaper than frozen ones.

(3) It was several minutes before I became _____ of what was happening in the classroom.

(4) Too much discussion will only ______ confusion.

(5) He made a careful study of the problem and ______ it within two days.

(6) He realized that his ______ on these matters was wrong.

(7) I can't _____ what I am doing because it is so noisy here.

(8) Would you please ______ your name, address and telephone number here?

(9) She ____ the plans again and discovered her mistakes.

(10) His time is fully _____ by his job as manager.

(11) Let's put our heads together and _____ a plan of action.

(12) I've decided to _____ a hundred won each month so that I can buy a used bike next year.

(13) At first he decided to move to Chicago, but _____ he changed his mind.

(14) I tried to _____ my thoughts before speaking out on the question.

3. Grammar exercises

1) Make one sentence from two. Use so or such.

e.g. She studied hard. She could get excellent marks.

→ *she studied so hard that she could get excellent marks*.

1. She worked hard.	a. You could hear it from miles away.
2. It was a beautiful day.	b. You would think it was her native language.
3. I was tired.	c. We spent the whole day indoors.
4. We had a good time on holiday.	d. She made herself ill.
5. She speaks English well.	e. I couldn't keep my eyes open.
6. I've got a lot to do.	f. I didn't eat anything else for the rest of the day.
7. The music was loud.	g. We decided to go to the beach.
8. I had a big breakfast.	h. I didn't know what to say.
9. It was horrible weather.	i. I don't know where to begin.
10. I was surprised.	j. We didn't want to come home.

2) Combine the following pairs of sentences, using connectives given in brackets.

Model: The work is good. It could be better. (yet)

→ *The work is good, yet it could be better.*

(1) At first she didn't want to go. Later, she changed her mind. (however)

(2) I have read one of his novels. I have read a few of his plays. (as well as)

(3) He doesn't know what happened. He doesn't care what happened. (neither ... nor ...)

(4) It was a cold snowy day. He had no money left for food. (and)

(5) It rained heavily last night. I went to the show anyway. (but)

(6) The book is due tomorrow. I have to rush through it tonight. (therefore)

(7) Hurry up! You'll be late. (or)

(8) I enjoy classical music. She enjoys classical music, too. (so)

(9) You may get there by sea. You may get there by air, too. (either ... or ...)

(10) He must be ill. He is absent today. (for)

(11) Mr White was shocked by the news. Mrs White was shocked by the news, too. (both ... and ...)

4. Writing

1) Make short sentences.

(1) lead to ...	(5) set aside	(9) be aware of ...
(2) go over	(6) as soon as	(10) furthermore
(3) make good use of ...	(7) share with ...	(11) as well
(4) fill in ...	(8) look over ...	(12) as well as ...

2) Put into English.

(1) 위대한 령도자 **김정일**대원수님의 아들딸들인 우리는 열심히 공부하여 모두가 최우등생이 되여야 한다.

(2) 이 방은 아주 깨끗하고 조용해서 나와 동생이 공부하기에 편리하다.

(3) 그는 영어를 열심히 공부하였으므로 짧은 기간에 아주 훌륭히 읽고 쓰고 듣고 말할수 있게 되였다.

(4) 학급동무들 모두가 과외체육에 적극 참가하였으므로 학교에서 진행한 학교체육대회에서 우수한 성과를 거두었다.
(after-school sports, school sports)

(5) 그 애가 그처럼 친절한 학생이였기때문에 모두가 그를 사랑하였다.

(6) 우리는 어제 광복거리에 있는 교예극장에 제시간에 도착할수 있도록 일찍 떠났다. (the circus, in time)

(7) 여기가 위대한 장군님께서 몸소 찾아오셨던 양어장이다.
(a fish farm)

(8) 우리 나라는 모든 사람들이 전반적무상치료제에 의하여 무병장수를 누리고있는 사회주의나라이다.
(universal free medical care, a long life in good health)

(9) 청년학생들은 미제와 그 앞잡이들의 새 전쟁도발책동을 짓부시고 조국을 통일하기 위하여 경애하는 장군님의 군대가 되여야 한다.
(stooge, manoeuvres to provoke a new war)

(10) 그는 밤 11시가 넘었지만 책읽기를 그만두지 않았다.

3) Composition

"How I Plan My Daily Activities"

Unit 6　Time and the Calendar

Our clocks are made to read solar time. But solar time changes from place to place on the earth. When it is noon at one place, it will still be a few moments before noon a little way to the west. If every town were to set its clocks by the sun, you would have to reset your watch each time you went from one town to another (unless they happened to be on the same north-south line across the earth).

To simplify matters, the world is divided into 24 time zones. Within each time zone all places set their clocks together. In the next time zone to the west, clocks are set one hour earlier. The lines between time zones, in general, follow meridian lines spaced 15 degrees apart.

There is one possible confusion. Suppose you leave your home at noon, when the sun is directly overhead, and travel west at the same speed as the earth's rotation. An hour later you would be 15″ to the west in the next time zone, and it would still be noon. You could travel all the way around the earth, always keeping your watch set at noon. But when you got back home, it would be noon of the next day! Obviously, at some point in your trip around the world you would have to set your calendar ahead one day. This point is the International Date Line. On the east side of the International Date Line it is always one day earlier than it is on the west side.

The year is the unit of time in which the earth makes one trip around the sun. However, there is no reason why the earth should rotate an exact number of days during the year. In fact, the length of the year is 365 days, 5 hours, and 49 minutes, nearly 365 and a quarter days. Thus, from the start we have no hope of making a calendar that divides the year into an exact number of days. If we make the year 365 days long, the earth will not quite get back to the same position at the end of each year. The seasons will gradually occur later and later in the calendar year. To prevent this, an extra day, February 29, was added once every four years. Years having this extra day are called leap years. This is just the same as adding a quarter day each year. The calendar now nearly keeps in step with the season, although there is still an error of 26 seconds per year. To eliminate this error, three out of every four years ending in 00 are not made leap

years. Thus 1700, 1800 and 1900 were not leap years, but 2000 was a leap year.

Various calendar revisions have been proposed to make weeks, months, and years fit together more regularly. However, the introduction of a universal calendar involves so many social, economical and even political complexities that it has a rather grim prospect.

Throughout the world, there is only one country that uses its unique calendar system – the DPRK. It has Juche calendar system in which the year 1912 when the great leader Generalissimo **Kim Il Sung** was born is the first year of the Juche calendar system. This unique calendar system was proposed by the great leader Generalissimo **Kim Jong Il**, the loyal heir to the revolutionary cause of the great leader Generalissimo **Kim Il Sung.**

Exercises

1. Answer the questions

1) How do we know that solar time changes?
2) What happens if you travel along the same north-south line across the earth from one country to another?
3) What happens if you travel around the earth to the west?
4) What is a time zone? Explain in details.
5) Why is a time zone 15 degrees apart? Why not more than 15 degrees?
6) What happens if you travel west at the same speed at the earth's rotation?
7) What is the International Date Line?
8) Why is it always one day earlier if you are on the east side of the International Date Line?
9) What is a year?
10) How long is a year? Give the exact figure.
11) Why is it almost impossible to have a calendar that divides the year into an exact number of days?
12) What is a leap year?
13) Why do we need a leap year?
14) How do we correct the error of 26 seconds per year?

15) What kind of calendar systems do you know? Name them all.

16) Why do we say that the introduction of a universal calendar system has a rather grim prospect? What solution can you suggest?

2. Vocabulary exercises

1) Find out single words from the text that mean:

(1) related to the sun

(2) midday

(3) make something easy to understand

(4) area or region

(5) imaginary circle round the earth

(6) move in circles round a central point

(7) as can be clearly seen; plainly

(8) chart showing days, weeks, and months of a particular year

(9) correct in every detail

(10) by degrees

(11) stop sb. / sth.

(12) remove something that is not wanted

(13) very serious

(14) being the only one of its type

(15) suggest

(16) above one's head; in the sky

2) Read the text again and find out synonyms and antonyms to the following words in the table.

Synonyms				Antonyms			
clearly		faithful		leave		alone	
midday		serious		unite		simplicity	
regulate		but		stay		midnight	
area		suggest		earlier		national	
following		review		wrong		underneath	
revolve		remove		beginning		indirectly	
tour		about		irregularly		vaguely	
correct		area		impossible		previous	

3) In each blank, write the suitable word from the following choices. Don't use any other words.

deep	deeply	high	highly	fast
like	likely	hard	hardly	nearby
low	lowly	near	nearly	

When floods strike (a) _____ areas, people, animals, and property are (b) _____ to suffer. Those living (c) ______ a river or valley will have to move out of the area as the water rises. Animals must be moved to (d) _____ ground to escape the rising waters. Sometimes the water is (e) ______ even in barns and houses. Dikes along the rivers and dams upstream give some protection to (f) _____ areas, but water may rise so (g) _____ that moving out before it rises is difficult. People in (h) _____ areas all over the world suffer from floods and have a (i) _____ time recovering from the damage they cause.

4) Word building

The suffixes **"-ify"**, **"-ize"** and **"-en"** are used to form verbs.

e.g. simple → simplify   real → realize
beauty → beautify   revolution → revolutionize
short → shorten   dark → darken

Now complete the following table.

Adjectives	**Verbs**	**Nouns**	**Verbs**
just		class	
intense		unity	
scientific		glory	
popular		organ	
industrial		sympathy	
weak		fright	
quick		threat	
sharp		strength	
mobile		solid	
terrible		speech	
magnific		electricity	

3. Grammar exercises

1) Complete the following sentences according to the model.

Model: If I had known, ____________________________.

→ *If I had known, I would have come to help you.*

(1) If I had seen the mistake, ______________________________.

(2) If I were you, ______________________________________.

(3) If I saw the film, ____________________________________.

(4) If it were to snow in summer, __________________________.

(5) If this river were to run in the opposite direction, __________.

(6) If I had met him, _____________________________________.

(7) If I had been hungry, _________________________________.

(8) If I had a camera, ____________________________________.

(9) If it snowed now, _____________________________________.

(10) If I arrived at the station in time, ________________________.

2) Write a new sentence with the same meaning. Use "unless" in your sentence as in the model.

Model: You must try a bit harder or you won't pass the exam.

→ *You won't pass the exam unless you try a bit harder.*

(1) I work late. I won't see you tomorrow.

(2) It's difficult to get there. There are no buses to the beach.

(3) Sally hates complaining. She wouldn't complain about something. It was not really bad.

(4) We can take a bus to the stadium. You'd not prefer to walk.

(5) We'll be late. You have to leave now.

(6) You have to speak very slowly or he won't be able to understand you.

(7) Business must improve soon, or the company will have to close.

(8) Listen carefully or you won't know what to do.

(9) She must apologise to me or I'll never speak to her again.

(10) Children are not allowed to use the swimming pool. They have to be with an adult.

3) Rewrite the following sentences after the models.

Model 1: Although his friends attempted to dissuade him, he set off once more. (attempt)

→ *He set off once more in spite of his friends' attempts to dissuade him.*

Model 2: Although he's old, he is very active. (age)

→ *He's very active in spite of his age.*

(1) Although he was ill, he was determined to carry out his plan. (illness)

(2) Although they're intelligent, they aren't doing well in school. (intelligence)

(3) Although he's rich, he isn't very happy. (wealth)

(4) Although he's tall, he isn't a very good basketball player. (height)

(5) Although it rained a lot, we continued our march. (a lot of rain)

(6) Although we'd planned everything carefully, a lot of things went wrong. (all our careful plans)

(7) I managed to get to sleep although there was a lot of noise. (a lot of noise)

(8) I went to school early although I was feeling unwell. (unwell feeling)

(9) Although it was quite cold, she wasn't wearing a coat. (cold)

(10) I couldn't recognize her although I had seen her before. (having seen her before)

4. Writing

1) Make short sentences.

(1) from place to place

(2) happen to (do)

(3) a few

(4) a little

(5) have no hope of -ing

(6) divide something into

(7) were to do

(8) unless

2) Put into English.

(1) 더 열심히 공부하지 않으면 동무는 이번 시험에 통과되지 못할것이다.

(2) 날씨가 좋지 않으면 나는 가지 않겠다.

(3) 동무가 반대하지 않으면 문을 열겠소.

(4) 어제 동무가 거기에 있었더라면 그 영화를 보았을텐데.

(5) 동무가 어제 나한테 전화를 걸어주지 않았더라면 나는 계속 동무를 기다렸을것이다.

(6) 어제 나는 지하철도로 가지 않았더라면 회의에 늦게 참가하였을것이다. (go by subway)

(7) 이 아빠트를 여기가 아니라 저쪽에 건설하면 교통에 더 편리하겠는데.

(8) 어린 디크가 사회주의조선에서 태여나 살았더라면 그렇게 비참하게 죽지 않았을것이였다.

(9) 영남이는 어리지만 아주 용감하고 힘이 세다.

(10) 박선생님은 바빴지만 내가 모르는것을 끝까지 깨우쳐주시였다. (inculcate sth. in a person’s mind)

3) Composition

“Juche Calendar System”

Unit 7 The Young and the Old

Someone said to a man, “Travel and see the world.” He answered, “Why should I? People are the same everywhere. They are born. They are babies. They are children. They are adults. They grow old. They die. While they are alive, they have the same emotions. They feel love and hate, happiness and sadness, security and fear, pride and shame, comfort and discomfort. That is why I do not want to travel. I can learn everything here. I’m going to stay home.”

The man was right. He was also wrong. People are the same, but people are also different. They all have the same pattern of life – birth, youth, old age, death. But these stages of life have different values in different cultures. Also, while all people have the same emotions, the causes of these emotions are different. A situation that may bring happiness in one place may not bring happiness in another place.

For example, in many countries old age is a happy time. Young people in these countries show respect to the old people. Young people listen when old people speak because they believe that an old person is a wise person. In that kind of society old people receive honor, privilege and satisfaction. In our country, old people are honored and respected. When they are too old to live alone, they live with a son, daughter, or other relatives. When they become sixty years old, it is a very happy and important event. There is a big party with many guests. They receive many gifts. This birthday even has a special name. All other birthdays are called *saeng il* (born day). The sixtieth birthday is called *huwan gap* (beginning of new life). The sixtieth birthday has a special name because when people reach this time in life, the attitudes of their family and their community change toward them. The younger people call them “grandfather” or “grandmother,” even if they are not related to them. Their position in life is good because they receive honors and respect. Everyone looks forward to this time.

In North America, it is quite different for old people. Most old people do not live with their children or relatives. If they have enough money, they buy houses or apartments in places where other old people live. If they are not healthy and strong enough to live alone, they live in special homes for old people. There, strangers take care of them. For many North Americans, old age is not a happy

time. Most North Americans want to stay young. They try to stay thin and they act like young people as long as possible. They even try to speak the language of the young. They do not like to grow old because they will not get honor or respect or attention. Also, businesses do not want old people to work for them. So, old people usually live alone and they do not have many things to do. Old age can be a sad and lonely time for them.

So we can see that the man who stayed home was wrong. People are different in their customs and their values. There are young people and there are old people in our country and in North America, but it may be better to be old in our country than in North America.

Thanks to the warm care of the great leader Generalissimo **Kim Jong Il**, the old people in our country enjoy a happy life singing that sixty is the prime of life and ninety is the first step to old age.

Exercises

1. Answer the questions

1) Does the man who is quoted at the beginning of the passage want to travel? Why or why not?
2) Does the author agree with him?
3) Then, according to the author, are all people the same, or are they different?
4) In what country is old age a happy time?
5) What birthday is considered a very important event in that country?
6) Is old age a happy time for many North Americans?
7) Do most of them live with their children or relatives?
8) What is the author's concluding remark?

2. Vocabulary exercises

1) Find out single words from the text that mean:

(1) a mature, fully developed person

(2) a feeling such as happiness, love, fear, anger or hatred

(3) the repeated or regular way in which something happens or is done

(4) special rights

(5) the members of your family

(6) something that you give someone as a present

(7) someone you have never met before or you do not know each other

(8) great interest that is shown in someone or something

(9) alone

(10) a set of rooms for living in, usually on one floor of a large building

(11) safety

(12) all the people who live in the same district

2) In the English language, verbs may be converted into nouns and nouns into verbs. Hence many a word can be used both as a noun and as a verb;

e.g. Queen Elizabeth II *knighted* Chichisk after he had sailed round the world single-handed. (noun → verb)

The old man had a bad *fall* and broke a rib. (verb → noun)

Now choose one of the words listed below to complete each of the following sentences:

root	**retreat**	**mask**	**approach**	**board**	**dream**	**notice**

(1) _____ do come true sometimes.

(2) Did you _____ her pale face at the party last night?

(3) When the enemy began to lose heavily, their commander ordered a _____.

(4) The whistle is blowing. Let's _____ the train now.

(5) Tom hid his hatred for his master under the _____ of loyalty.

(6) After months of fighting, the enemy troops began to _____.

(7) Winter is _____. Have you any plan for the forthcoming vacation?

(8) There was a hand-written _____ on the bulletin board.

(9) Every culture is _____ in tradition.

(10) I always feel sick as soon as I am on _____ a ship.

(11) The silly girl spends all her time _____ of becoming a movie-star.

(12) Sunset announces the _____ of night.

(13) His smile could not very well _____ his anger.

(14) The edible part of this plant is its _____.

3) Word building

The prefixes "*un* -, *in* -, *im* -, *il*-, *dis* -, and *ir* -," can be used before adjectives to make them negative in meaning, for example,

un- + comfortable → uncomfortable : not comfortable

in- + efficient → inefficient : not efficient

ir- + responsible → irresponsible : not responsible

Now complete the following table:

Adjective	Adjective (negative in meaning)	Adjective	Adjective (negative in meaning)
able	unable	proper	improper
possible		aware	
fortunate		happy	
necessary		frequent	
patient		usual	
sealed		finished	
fair		likely	
regular		direct	
doubted		pleased	
different		healthy	

3. Grammar exercises

1) Choose the suitable ones in the brackets.

(1) Leaves have (turned, become, gone) red and yellow.

(2) I (was, made, became) ready to go.

(3) He has (been, grown, become) much taller than I.

(4) The aggressive nature of imperialism (is, remains, grows) unchanged.

(5) This medicine (is, tastes, makes) bitter, but it (is, proves, makes) good for your health.

(6) We cannot (be, rest, become) content with our success.

(7) Our dreams have at last (become, come, turned) true.

(8) In autumn it (is, becomes, gets) neither too hot nor too cold.

(9) Pyongyang is (becoming, getting, turning) more and more beautiful and magnificent.

(10) Tom (was, felt, became) ill last Wednesday and has (was, got, felt) well now.

(11) This year rice-crop (looks, seems, appears) excellent.

(12) That kind of dress has (gone, been, turned) out of fashion.

(13) Her suggestion (sounds, is, becomes) quite reasonable.

(14) The dish doesn't (look, taste, feel) so good as it looks.

(15) The river (is, flows, runs) narrow, deep and swift there.

2) Combine the following pairs of sentences, using proper subordinating conjunctions from the list below. Make changes where necessary.

after	**before**	**since**	**until**	**because**
while	**in case**	**although**	**as if**	**now that**
as soon as				

Model: They arrived at the station. The train left.

→ *As soon as they arrived at the station, the train left.*

(1) It was over five years. We met again.

(2) He grew old. He became more and more patient.

(3) You've bought a new tape-recorder. What are you going to do with the old one?

(4) We used an out-of-date timetable. That's why we missed the train.

(5) The work was done. He took a shower and went home.

(6) I'll get an answer from him. I'll ring you up at once.

(7) The boy has defeated many adults at chess. He is only eleven.

(8) They have seen each other quite a lot. They first met last May.

(9) I stood there watching the plane. It flew out of sight.

(10) We'd better take the telescope with us. Perhaps it is needed.

(11) The strength of the collective is boundless. The strength of the individual is very limited.

(12) Supposing that Columbus had not discovered America. Somebody else would have discovered it.

4. Writing

1) Make short sentences.

(1) That's why ...
(2) look forward to ...
(3) take care of ...
(4) be going to ...
(5) thanks to ...
(6) too ... to ...
(7) even if ...
(8) as long as possible
(9) show respect to ...

2) Put into English.

(1) 주체사상탑의 봉화는 세계진보적인민들에게 자주의 앞길을 환히 밝혀주고있다.

(2) 날씨가 아무리 불리하다해도 우리는 반드시 그 일을 해내야 한다.

(3) 공기의 밀도가 높아짐에 따라 소리의 속도는 떨어진다. (density, velocity)

(4) 영남이의 아버지는 우리들이 놀러갈 때마다 세계 여러나라 풍습에 대한 이야기를 해주었다.

(5) 아무리 강대한 적이 쳐들어와도 우리 인민은 겁내지 않는다.

(6) 이라크땅에서 돌아치던 그 미국놈은 미쳐버렸다.(Iraq, go mad, run about)

(7) 오늘 미국에서 실업문제는 점점 더 악화되여가고있다.

(8) 그는 아무리 힘든 일을 해도 피곤한줄 모른다.

(9) 시간이 흘러갈수록 경기는 더욱 치렬해졌다. (competition, keen)

3) Composition

"My Grandparents"

Unit 8 The Brain–the Most Powerful Computer in the Universe

Man still has a lot to learn about the most powerful and complex part of his body – the brain. In ancient times men did not think that the brain was the centre of mental activity. Aristotle the philosopher of ancient Greece thought that the mind was based in the heart. It was not until the 18th century that man realized that the whole of the brain was involved in the workings of the mind.

During the 19th century scientists found that when certain parts of the brain were damaged men lost the ability to do certain things. And so, people thought that each part of the brain controlled a different activity. But modern research has found that this is not so. It is not easy to say exactly what each part of the brain does.

In the past 50 years there has been a great increase in the amount of research being done on the brain. Chemists and biologists have found that the way the brain works is far more complicated than they had thought. In fact many people believe that we are only now really starting to learn the truth about how the human brain works. The more scientists find out, the more questions they are unable to answer. For instance, chemists have found that over 100 000 chemical reactions take place in the brain every second.

Mathematicians who have tried to use computers to copy the way the brain works have found that even using the latest electronic equipment they would have to build a computer which weighed over 10 000km. Some recent research also suggests that we remember everything that happens to us. We may not be able to recall this information, but it is all stored in our brains.

Scientists hope that if we can discover how the brain works, the better use we will be able to put it to. For example, how do we learn language? Man differs most from all the other animals in his ability to learn and use language but we still do not know exactly how this is done. Some children learn to speak and read and write when they are very young compared to average children. But scientists are not sure why this happens.

Earlier scientists thought that during a man’s lifetime the power of his brain

decreased. But it is now thought that this is not so. As long as the brain is given plenty of exercise it keeps its power. It has been found that an old person who has always been mentally active has a quicker mind than a young person who has done only physical work. It is now thought that the more work we give our brains, the more work they are able to do.

Other people now believe that we use only 1% of our brains' full potential. They say that the only limit on the power of the brain is the limit of what we think is possible. This is probably because of way we are taught as children.

This century man has made many discoveries about the universe – the world outside himself. But he has also started to look into the workings of that other universe which is inside himself – the human brain.

Exercises

1. Answer the following questions

1) Who was Aristotle?
2) What did he think about the mind?
3) When did man finally come to realize that Aristotle was wrong on this point?
4) What led people to think that each part of the brain controlled a different activity? Is it still believed to be true?
5) Why is the brain thought to be the most powerful computer in the universe?
6) Is research on the brain already at an advanced stage? What makes you think so?
7) Why are some scientists interested in the language learning process?
8) In what way can we make our brain more active?
9) Does the power of the brain decrease as one gets old according to the author? How does he prove this?
10) Do we know at present how our brain accepts and organizes information?

2. Vocabulary exercises

1) Find single words in the text that mean:

(1) difficult to understand or explain
(2) in or of times long ago
(3) cause to become connected or concerned
(4) operation; action
(5) with complete correctness
(6) one who studies and understands chemistry
(7) difficult to understand, complex
(8) one who studies and understands mathematics
(9) done or made not long ago
(10) recall
(11) be different (from)
(12) of the body; of matter; of the science of physics
(13) one who studies the life of animals and plants

2) Fill in the blanks with words or expressions given below. Change the form where necessary.

potential	differ	make notes	recall
physical	look into	complicated	universe
equipment	involve	compared to	damage
amount	put sth. to good use		

(1) More than two substances ______ in this chemical reaction.
(2) If you don't know how to _____ your books _____, give them to others.
(3) If we compare our earth with the moon, we will find that the former _____ from the latter in many ways.
(4) The _____ of money one earns is not the only measure of success.
(5) In the earthquake many houses were _____ and some were destroyed.
(6) The police are _____ the records of all those _____ in the crime.
(7) The multiple origins of the English language make it a _____ one for the non-native speakers to learn.
(8) These young people have a _____ for learning which has been neglected.
(9) _____ most women of her time, she was indeed very fortunate.
(10) They can clearly _____ what they were doing on November 22.

(11) His new theory might hold the key to understanding how the _____ came into being.

(12) A _____ examination is required for a driver's licence.

(13) Knowledge of the use of specialized _____ is important in any technical field.

(14) Students often, but not always, find it necessary to _____ of their professors' lectures.

3) Word building

Fill up the following table.

Noun	Adjective	Noun(person)
science	scientific	scientist
philosophy		philosopher
	chemical	
	biological	
	mathematical	
		physicist
		politician
education		
	artistic	
		musician
revolution		
communism		
socialism		
capitalism		

3. Grammar exercises

1) Rewrite the given sentences after the models:

Model 1: Earlier scientists thought that during a man's lifetime the power of his brain decreased gradually.

→ *<u>It was thought</u>* that during a man's lifetime the power of his brain decreased gradually.

(1) In ancient times people believed that the mind was based in the heart.

(2) People now claim that it is never too early to learn.

(3) Some scientists believe that the left side of the human brain is responsible for logic.

(4) Man discovered long ago that the earth is round.

Model 2: Man didn't realize that the brain controlled our thinking until the 18th century.

→ It was *<u>not until</u>* the 18th century *<u>that</u>* man realized that the brain controlled our thinking. (*<u>Not until</u>* the 18th century *<u>did</u>* man realize that the brain controlled our thinking.)

(1) He didn't fall asleep until after midnight.

(2) Scientists didn't know much about lung cancer until recently.

(3) The boy never remembered to do his homework until bedtime.

(4) He was not recognized as a writer of genius until after his death.

Model 3: If we work harder, we will get better results.

→ *<u>The harder</u>* we work, *<u>the better</u>* results we will get.

(1) If we know more about the workings of the brain, we'll be able to put it to better use.

(2) As scientists find out more about the brain, there are more questions they are unable to answer.

(3) If we have more exercise, we will be healthier.

(4) If you have better tools, the job will be easier.

(5) If the weather is warmer, I feel better.

(6) As I got to know him more, I liked him more.

(7) If you are more tired, it is harder to concentrate.

2) Choose the suitable two sentences in each list.

A	B
1. This is the very dictionary ...	a. ... that I have expected to see here.
2. This is the brave boy ...	b. ... but has some exceptions.
3. He is not ...	c. ... which prevented me from catching the train.
4. You are the last man ...	d. ... that came for shopping.
5. There is no rule ...	e. ... who saved a drowning child.
6. We missed the bus ...	f. ... what he used to be.
7. I saw a farmer and his horse ...	g. ... that I have long wanted to buy.
8. I read the book ...	h. ... in what he proved.
9. Who is it ...	i. ... that comes at the door?
10. There is some truth ...	j. ... which I had bought the previous day.

3) Fill in the gaps with "who, whose, which, where, what, how, that, when".

(1) (   ) made the long distance call to him is not important.

(2) (   ) much income we can expect this year is not yet known.

(3) We need to think about (   ) we should say to callers.

(4) One question is (   ) we use glass pipes to send light signals instead of metal wires.

(5) (   ) she announced to us at the meeting must be true.

(6) (   ) the company will buy her a mobile phone has not been decided.

(7) The question is (   ) model is smarter, this one or that one.

(8) We need to think about (   ) much we should charge our customers for using the phones.

(9) We had to decide (   ) sewing machine we should use, hers or mine.

(10) Another question is (   ) in this town we can find a bargain.

4. Writing

1) Make short sentences.

(1) in fact
(2) put ... to good use
(3) differ from ...
(4) compare to / with ...
(5) make notes
(6) look into ...
(7) as long as ...
(8) because of ...

2) Put into English.

(1) 그 산으로 높이 올라가면 갈수록 점점 더 추워졌다.
(2) 낮이 길어지면 질수록 밤은 더 짧아진다.
(3) 콤퓨터를 왜 누구나 열심히 배우려고 하는지 모르는 사람은 없다.
(4) 김동무가 어디로 갔으며 언제 돌아오는지 동무는 알고있겠지요?
(5) 그 대표단이 오늘 도착했다고 보도되였다.
(6) 래일 비가 올것이라고 말들한다.
(7) 철수는 이번 학기에도 최우등을 하리라고 추측된다.
(8) 그가 매일 아침 학교에 일찍 와서 청소를 한다고 믿어진다.

3) Composition

"Can a Computer Think?"

Unit 9 A Black Boy

One jobless morning I went to my old classmate, Griggs, who worked for a Capitol Street jeweller. He was washing the windows of the store when I came up to him.

"Do you know where I can find a job?" I asked.

He looked at me with scorn.

"Yes, I know where you can find a job," he said, laughing.

"Where?"

"But I wonder if you can hold it down," he said.

"What do you mean?" I asked. "Where's the job?"

"Take your time," he said. "Dick, you've been trying to keep a job all summer, and you can't. Why? Because you're impatient. That's your big fault."

"Well," I said, eagerly encouraging him to continue.

He grew serious. "There's an optical company upstairs, and the boss is a northerner from Illinois. He wants a boy to work all day in summer, mornings and evenings in winter. He wants to start a colored boy in the optical trade. You know algebra, and you'd be good at this. I'll tell Mr Crane about you and get in touch with you."

"Do you suppose I could see him now?" I asked.

"For god's sake, take your time!" he thundered at me.

"Maybe that's what's wrong with Negroes," I said. "They take too much time. I don't want a job of sweeping floors. I plan to make something of myself!"

I thanked him and left. After a week I gave up hope. Then one afternoon Griggs came to my house.

"It looks as if you've got a job," he said. "You're going to have a chance to learn a trade. But remember to keep your head. Remember you're black; you're working for Whites. You start tomorrow."

"What will I get?"

"Five dollars a week to start with; they'll raise you if they like you," he explained.

My hopes grew. I would have a chance to learn a trade. And I need not give

up school. I told him I would take the job, that I would be humble and respectful to Whites. "You'll be working for a White Man Mr Crane, and you'll have to try really hard to get along," he said.

The next morning I was outside the office of the optical company long before it opened. I was reminding myself that I must be polite, must think before I spoke, must think before I acted, must say "yes, sir or no, sir," that I must behave myself so that White people wouldn't think that I thought I was so good as they. Suddenly a white man came up to me.

"What do you want?" he asked me.

"I'm reporting for a job, sir," I said.

"OK. Come on."

I followed him up a flight of steps and he unlocked the door of the office. I was a little nervous, but the young White man's manner put me at ease, and I sat and held my hat in my hand. A White girl came in and began punching the typewriter. Soon another White man, thin and gray, entered and went into the back room. Finally, a tall, red-faced White man arrived, shot me a quick glance, and sat down at his desk. His brisk manner told me he must be Mr Crane.

"You're the new boy, eh?"

"Yes, sir."

"Let me get my mail out of the way, and I'll talk with you," he said.

Half an hour later Mr Crane called me to his desk and questioned me closely about my schooling, about how much mathematics I had had. He seemed pleased when I told him that I had had two years of algebra.

"How would you like to learn this trade?" he asked.

"I'd like it fine, sir. I'd like nothing better." I said.

He told me that he wanted to train a Negro boy in the optical trade; he wanted to help him. I tried to answer in a way that would let him know that I would try to be worthy of what he was doing. This was the chance I'd been waiting for – a chance to learn a trade and make something of myself. After introducing me to the other people in the firm, Mr Crane said, "Now, boy, let's see how clean you can get this place ..."

I began to work in the optical trade as a cleaner, but a few months later I was fired again.

Exercises

1. Answer the questions

1) Why did Dick go to his old classmate, Griggs?
2) What was Mr Crane?
3) What job did Dick want to get?
4) What job did Griggs introduce to Dick?
5) What about the salary?
6) Why did Dick decide to hide his real feelings waiting outside the office the next morning?
7) Was Dick as good as white people?
8) How did all the people in the office treat him?
9) Why did Mr Crane call Dick to his desk half an hour later?
10) What did Mr Crane question him about?
11) Did Mr Crane want to train Dick in real earnest?
12) Why do you think Dick was fired a few months later?

2. Vocabulary exercises

1) Find out single words from the text that mean:

(1) a person who was in the same class
(2) shop selling many different types of goods
(3) strong contempt
(4) showing a lack of patience
(5) of the sense of sight
(6) a person who controls or gives orders to workers
(7) sound loudly
(8) inform of a fact he may have forgotten
(9) showing that one has good manners for other people
(10) series of stairs between two floors
(11) strike something hard with the fist or fingers
(12) quick; active
(13) letters sent by post
(14) business company
(15) not proud

2) Word building

(1) Form suitable adverbs from the following adjectives. (Add "-ly", "-y", "-ally".)

Adjective	Adverb	Adjective	Adverb
sudden	suddenly	humble	humbly
polite		impatient	
nervous		serious	
final		respectful	
right		easy	
general		close	
sole		pure	
whole		comfortable	
true		sincere	
real		noble	
actual		precious	
different		wonderful	
historic		economic	

(2) Form verbs by adding "en - (em -)" to the words given below and then complete the following sentences.

The prefix "en -" (or "em -" before "b" and "p") can be added to nouns or adjectives to form verbs with the meaning "put in", "give to", "cause to be", etc.

dear	able	rich	large	sure
joy	danger	body	power	title

① Many foreign words and phrases _____ the English language.

② Larry thanked the hostess and said he _____ the dinner party very much.

③ Careful planning and hard work _____ the success of his experiment.

④ Mary's kindness and patience _____ her to all her students.

⑤ Dr Nolen's self-confidence _____ him to become a competent surgeon.

⑥ You will _____ your health if you go on smoking like this.

⑦ Reading English novels helps _____ your vocabulary.

⑧ Many of Mrs More's suggestions _____ in our revised plan.

⑨ Does the law _____ the police to search private houses?

⑩ What are you going to _____ your new book?

(3) Form verb by adding "un -" to the words in brackets and then put them in the blanks to complete the following sentences after the model. Change the form where necessary.

Model: Would you please *unlock* the door for me? (lock)

① What's done cannot be _____. (do)

② The customs officer had all the bags _____ but found nothing suspicious in them. (pack)

③ The pain in his hands made it difficult to _____ his clothing. (do)

④ Laura opened the envelope, _____ the letter and began to read it carefully. (fold)

⑤ If only I could _____ those tactless words of mine! (say)

⑥ The nurse _____ the baby and put it in the cradle. (dress)

3. Grammar exercises

1) Put the verbs in brackets into the present perfect continuous tense.

(1) I (make) cakes. That is why my hands are all covered with flour.

(2) Her phone (ring) for ten minutes. I wonder why she doesn't answer it.

(3) A: There is sawdust in your hair.

B: I'm not surprised. I (cut) down a tree.

(4) A: How long you (wait) for me?

B: I (wait) about half an hour.

(5) A: What you (do)?

B: I (work) in the laboratory.

(6) How long you (wear) glasses?

(7) I'm sorry for keeping you waiting. I (feed) the hens.

(8) He (speak) for an hour now. I expect he'll soon be finished.

(9) Tom (dig) in the garden all afternoon. Why you not (help) him?

(10) A: How long you (drive)?

B: I (drive) for years.

2) Choose the right word or expression to complete the following sentences:

few	a few	little	a little

(1) Henry is very talkative, while his twin brother is a man of _____ words.

(2) _____ more care would have prevented such an accident.

(3) The manager said that the program was impractical and had _____ chance of success.

(4) David was among _____ who really understood the new theory.

(5) Having lived in Moscow for quite _____ years, Mr Kim had _____ difficulty understanding spoken Russian.

(6) There may be _____ parents who are not capable of teaching but there are _____ children who are not capable of being taught.

(7) If that's the case, there seems _____ point in arguing further.

(8) There are very _____ books which I can say. I have really enjoyed.

3) Translate the following sentences into Korean paying attention to complex objects.

(1) Tom considered Jim to have the best collection in the country.

(2) The engineers think this invention to have great possibilities.

(3) We understand him to be a man of about sixty-five.

(4) Do you suppose this exercise to be too easy for them?

(5) We estimate it to weigh about ten tons.

(6) We guess it to be about 6.30.

(7) Jim believes Tom to be the cleverest of them all.

(8) I expect him to accomplish his revolutionary task.

(9) They considered him to have more ability than the others.

(10) We know Mt. Paektu to be the highest mountain in our country.

(11) They have calculated the sun to be 93 million miles away.

(12) Tom found it too expensive to buy new machinery for the factory.

(13) They warned us not to cross the river by night.

(14) They don't allow you to bring animals into the park.
(15) He taught us all to play football at school.
(16) They requested all the spectators to leave the stadium.
(17) We know him to be a man of honour.

4. Writing

1) Make short sentences.

(1) in touch with …
(2) of oneself
(3) be good at …
(4) it looks as if …
(5) behave oneself
(6) put somebody at ease
(7) out of the way
(8) be worthy of …

2) Put into English.

(1) 우리 당은 모든 학생들이 선군시대의 리수복, 강호영형의 전사들이 되기를 바라고있다.
(fighters of Ri Su Bok and Kang Ho Yong - type in the Songun era)
(2) 박동무는 학급동무들에게 경애하는 장군님께서 현지지도하신 곳을 참관하자고 제기하였다.
(3) 그는 나를 보고 리수복영웅의 시 《하나밖에 없는 조국을 위하여》를 노래부르라고 요청했다. ("For My Only Motherland")
(4) 아버지가 언제 돌아오겠는지 모르겠다.
(5) 우리는 숙제를 다 끝내자마자 마당에서 제기차기를 하였다. (play shuttlecock)
(6) 동무는 언제부터 이 다매체프로그람을 작성해오고있습니까?
(multimedia-based software)
(7) 나는 지난주에 신발수리소에서 구두를 수리했다.
(8) 미국에서 흑인들은 백인들로부터 천대와 멸시를 받고있다.
(9) 미국에서는 특히 흑인들이 일자리를 구하기가 힘들다.
(10) 나는 지금까지 영어를 6년동안 배우고있다.

3) Composition

"Our Socialist Country Where All the People Enjoy a Happy Life"

Unit 10 "WITH THE CENTURY"

Reminiscences of the Great Leader Generalissimo Kim Il Sung

(*Extract*)

6. My Mother

I entered Badaogou at dusk. Having felt uneasy throughout the long journey, I became more strained the moment I reached my house.

But my mother was calmer and more composed than I had expected. She hugged me in delight and said, "You've made the 250-mile journey all by yourself. I've never done that, but you've played the man!"

I told her briefly about affairs in Mangyongdae and asked about my father. She said in a low voice that he was well.

From her look I guessed that my father had passed the crisis but was still in danger. She was clearly being very cautious about being overheard or watched.

I gave my younger brothers some biscuits I had bought from the money I had saved from what I had received in Mangyongdae, and settled down for the night to swap experiences.

After supper, however, mother unexpectedly told me to leave at once because the family was under strict surveillance by the enemy. She did not tell me where my father was; she just said that he had escaped, and that I must go. Though normally tender and gracious, on that evening she gave no thought to my will or intention. She ordered me to set out immediately, even though I had travelled hundreds of miles on foot in the coldest season and she had not seen me for two years; she was not allowing me to stay with her even for a night. I was struck dumb with amazement. When she told me to take my brothers with me, I asked her what she was going to do with herself.

"I am waiting for your uncle to return from Sinpha. On his arrival here I will dispose of our household articles and wind up our affairs here. But you must leave quickly."

She cautioned me to slip out quietly and go to Ro Gyong Du's house in Linjiang. Then she requested a sleigh from Taskmaster Song.

He complied willingly with her request. His real name was Song Pyong Chol,

but the people in Badaogou used to call him Taskmaster Song because he always behaved like a taskmaster.

With his help we left Badaogou by sleigh for Linjiang.

All my life as a revolutionary I have met and bid farewell to many people, but that was a particularly memorable experience.

As I set out on a journey again as soon as I had met my mother after a fortnight's long travel from Mangyongdae, I thought a lot about her.

My mother was of a gentle character. My father was stout-hearted and strict as a revolutionary, so I received a warmer love from my mother.

Being tender-hearted, she had bitterly regretted our parting when I left for Korea to study two years before.

Although she had done nothing to stop me leaving her, being in the presence of such a strong husband who, as my grandmother in Mangyongdae had said, was harder-hearted than a tiger, I saw tears gathering in her eyes.

She was a woman with such a kind heart as to accord a warm welcome to a stranger of my age of thirteen if she knew that he needed shelter after a journey.

One spring day a boy with serious boils on his left leg and neck had come on his uncle's back to my house from Huchang, Korea. He was living with his uncle because his parents had divorced.

After examining the patient my father told my mother that if the boy underwent an operation on his leg he would be unable to walk for some time, so he should stay at our house during his treatment. She gladly agreed. Once every day after the operation my mother helped my father to mix honey, wheat flour and soda and apply it to the boils. As she dressed the dirty wounds, she never frowned.

Thanks to her kind care, the boy recovered.

His uncle, when he came to fetch him, offered a one-*yuan* note to my father, saying, "The medical fee would normally amount to hundreds of *yuan*, but please accept this as a token of the thanks of a poor family. I hope you will buy some wine with it ..."

Hearing this, my mother said, "Please don't bother about the medical fee. It is unreasonable to take it from a poor man. I am sorry I haven't fed the boy as I should."

But the man insisted on paying. If he had been rich it would have been a

different matter. But he was a poor man who had earned the money by gathering fallen pine-needles from the mountain and selling them. So my parents were embarrassed.

My father said to my mother that if he refused to take the money it would be a rejection of the man's gratitude, so she said that they should accept his thanks. So she went to the market with the money and bought five yards of cotton cloth and gave it to the boy saying that he should have some new clothes made with it for the forthcoming *Tano* festival. At that time one yard of cotton cloth cost 35 *fen*. So, she added 75 *fen* of her own to the one *yuan* to buy cloth for the boy.

Poor as she was, she was not mean.

She used to say, "A man dies not because he hasn't money but because he is mortal. Money changes hands."

That was her philosophy.

…

Exercises

1. Answer the questions

1) What did the words of mother of the great leader "You've played the man!" mean?
2) With whom did the great leader Generalissimo **Kim Il Sung** make the 250 - mile long journey?
3) What did the great leader Generalissimo **Kim Il Sung** settle down to do after supper?
4) What was the mind of mother of the great leader to leave her son off, even though he travelled hundreds of miles on foot in the coldest season?
5) How was the great leader Generalissimo **Kim Il Sung**'s mind when he was not allowed to stay with his mother even for a night?
6) What was mother of the great leader going to do with herself?
7) What was mother of the great leader going to do with her son?
8) What did the great leader Generalissimo **Kim Il Sung** bring this experience back to his mind like after years?
9) What was the character of mother of the great leader?

10) What about father of the great leader?

11) Where can we find mother of the great leader was tender-hearted?

12) What did grandmother say about her son when the great leader Generalissimo **Kim Il Sung** came walking back to Mangyongdae from China alone?

13) What did mother of the great leader do with the money?

2. Vocabulary exercises

1) Find out the single words or phrases from the text that mean:

(1) at the twilight
(2) feel uncomfortable
(3) quiet and peaceful
(4) act bravely like man
(5) exchange one's story
(6) make a narrow escape
(7) make up one's mind
(8) be watched strictly by enemy
(9) ask other's opinion
(10) begin with at once
(11) unable to say any word
(12) finish
(13) warn
(14) unforgettable experience
(15) meeting and parting
(16) see off without hesitation

2) Read the text again and find out synonyms of each of the following.

tense		run away		soon		improve	
restless		permit		demand		price	
pleasure		come back		travel		bewildered	
danger		silently		soft		take up	
careful		good-bye		deplore		thanks	
severe		specially		willingly		reject	

3) Word Building

(1) Change the underlined phrases and clauses into compound adjectives as in the models:

Model 1: a woman <u>with tender heart</u> → a ***tenderhearted*** woman

a suit which has been made by a tailor → a ***tailor - made*** suit

a street lined with trees → a ***treelined*** street

① Myong Sik with black eyes

② a shop with a good stock

③ a man with a hard heart

④ Jack with bad manners

⑤ a young lad with a quick wit

⑥ a plateau swept the wind

⑦ a teacher who has been trained in college

⑧ a spoon which has been plated with silver

⑨ a room lit by candles

⑩ a hat with a broad brim

⑪ a pullover kitted by hand

⑫ a cart drawn a horse

⑬ Almaz with the colour of coffee

⑭ a woman who is well dressed

⑮ a sofa which is covered with leather

⑯ ground which is covered with snow

⑰ shoes which have rubber soles

⑱ a revolutionary with stout heart

⑲ Jackson with one leg

⑳ a house with four storeys

Model 2: a river which runs slowly → a ***slow-running*** river

a machine-gun which fires quickly → a ***quick-firin****g* machine-gun

machinery for cutting grass → ***grass cutting*** machinery

① an aeroplane which can fly high

② a plant which grows quickly

③ a vehicle which is moving fast

④ a young man who speaks well

⑤ a plant for purifying water

⑥ a patient who suffers a long time

⑦ a conjuror who eats fire

⑧ an occupation which consumes a lot of time

(2) Compound adjectives can be formed by combining adverbs with past participles. Study the following compound adjectives in this way and then use them in the given sentences.

well-known	much-handled	poorly-dressed	well-paid
well-travelled	much-used	ill-advised	well-informed

① To give up such a chance would be an _____ decision.

② Though he has a _____ job and a good family, he still feels that his life is somewhat empty.

③ This _____ phrase has lost its former freshness.

④ The news comes from a _____ source.

⑤ Depending upon it, that _____ gentleman isn't poor at all.

⑥ Mr Black is a _____ man. At 35 he has been to most of the countries in Asia and Europe.

⑦ He took out a ______ notebook from his pocket and wrote down my telephone number in it.

⑧ The restaurant is _____ for its roast duck.

3. Grammar exercises

1) Put the verbs in brackets into the correct tenses.

(1) If I knew his address, I (give) it to you.

(2) More tourists (come) to this town if it had a better climate.

(3) If he (clean) his windscreen, he'd be able to see where he was going.

(4) If you saw somebody drowning, you (help) him.

(5) If we had more rain, our crops (grow) better.

(6) If you moved the bed out of your hall, it (be) easier to get into the house.

(7) If you painted each wall a different colour, it (make) great difference to the room.

(8) I (not go) if I were you.

(9) If you (keep) a cat, the mice (not run) about everywhere.

(10) I (be) very grateful if you kindly (sign) this document and let me have it back as soon as possible.

2) Put the verb into the correct form as in the model.

Model: I didn't know you were in hospital.

→ *If I'd known* (I / know), *I would have gone* (I / go) to you.

(1) Sam got to the station just in time to catch the train to the airport.
If ______ (he / miss) the train, __________ (he / miss) his flight.

(2) I wasn't tired last night. If ______ (I / be) tired, I would have gone home earlier.

(3) I'm glad that you reminded me about Amanda's birthday. ______ (I / forget), if __________ (you / not / remind) me.

(4) Unfortunately I forgot my address book when I went on holiday.
If ______ (I / have) your address, _______ (I / send) you a postcard.

(5) A: How was your holiday? Did you have a nice time?

B: It was OK, but ____ (we / enjoy) it more if ____ (the weather / be) nicer.

(6) I took a taxi to the hotel, but the traffic was bad. ____ (it / be) quicker

if ____ (I / walk).

(7) I'm not tired. If _____ (I / be) tired, I'd go home now.

4. Writing

1) Make short sentences.

(1) in delight

(2) in a low voice

(3) in danger

(4) even though

(5) slip out

(6) to be struck dumb

(7) wind up

(8) bid farewell

(9) in the presence of …

(10) on one's arrival

2) Put into English.

(1) 바쁘지 않으면 동무네 집에 놀러가겠는데.

(2) 만약 비가 오지 않으면 계획대로 들놀이를 가겠는데. (a picnic)

(3) 만일 동무가 더 열심히 노력한다면 불가능한 일이란 없을것이다.

(4) 만일 내가 영어를 더 잘 알고있다면 더 자유롭게 의사를 표현하겠는데.

(5) 중력이 없으면 지구우에는 공기도 물도 없을것이다.

(6) 공기와 물이 없으면 생물체도 살수 없을것이다. (living thing)

(7) 어머니가 그 사실을 알고있었다면 우리에게 알려주었겠는데.

(8) 영철이의 말을 들었더라면 이런 잘못을 저지르지 않았을텐데.

(9) 어제 저녁에 조금만 더 기다렸더라면 동무는 박동무를 만났을것이였다.

(10) 동무의 방조가 없었더라면 나는 그 문제를 풀지 못하였을것이였다.

3) Composition

"About the Strong Character of Mother Kang Pan Sok, an Outstanding Leader of the Women's Movement in our country"

Unit 11 "LET US EXALT THE BRILLIANCE OF COMRADE KIM IL SUNG'S IDEA ON THE YOUTH MOVEMENT AND THE ACHIEVEMENTS MADE UNDER HIS LEADERSHIP"

An Immortal Classic Work of
the Great Leader Generalissimo Kim Jong Il

(*Extract*)

…

All our young men and women should fully prepare themselves to be the Party's young vanguard and successors to the revolution who carry forward the revolutionary cause of Juche. Moreover, as befitting a generation waging revolution and struggle, they should learn more, work more zealously and strive with redoubled effort. They should live out their youth in a worthwhile manner and with honour.

Young people should become the faithful, filial sons and daughters of the Party and the leader.

Unconditional faithfulness to the Party and the leader is a basic trait our young people should acquire.

Comrade **Kim Il Sung** is the eternal leader of our Party, our people and our revolution, a sun of mankind the people across the world revere. His cause, the revolutionary cause of Juche, is the sacred cause he pioneered and led to victory, the most just cause of the revolution that blazes a trail for the consummation of the popular masses' cause of independence. His revolutionary idea is the eternal guiding ideology of our Party and revolution and the revolutionary banner of our era. His revolutionary achievements are the eternal cornerstone of our revolution, the common revolutionary wealth of mankind.

Revering the great leader Comrade **Kim Il Sung** eternally and inheriting his cause loyally is the revolutionary duty of our young people, their highest form

of moral obligation and their greatest honour and pride.

All our young men and women should become communist revolutionaries of a Juche type who are equipped with his revolutionary idea, the Juche idea, and have the Juche-oriented revolutionary outlook on the world. Our young people of today and all the youth of future generations should revere him as the great leader and great father, defend his idea and achievements and champion his cause with singleminded faithfulness and filial piety.

Safeguarding our Party and following its leadership with loyalty is a fundamental guarantee for inheriting and consummating with success Comrade **Kim Il Sung**'s cause, the revolutionary cause of Juche.

Our Party's leadership is the lifeline of our youth movement and young people. Only under its leadership can the youth movement advance in a straight line along the road of Juche, fulfil its mission and role and carve out the destiny and future of the young people with honour.

With the thoroughgoing conviction that they know only our Party and none other, all our young men and women must believe in and follow our Party, entrust their destiny and future to it, follow the road it indicates and unite with it as one. The ranks of our youth should become our Party's militant spearhead, defending it in the van and carrying out its ideas and policies while rallied firmly around it.

…

Exercises

1. Answer the questions

1) What should our young people do to be the Party's young vanguard and successors to the revolution?
2) What is the basic trait our young people should acquire?
3) What is the revolutionary cause of Juche?
4) What is the revolutionary duty of our young people?
5) What is the fundamental guarantee for inheriting and consummating the great leader Generalissimo **Kim Il Sung**'s cause?

2. Vocabulary exercises

1) Find out the single words from the text that mean:

(1) make (somebody) higher
(2) leading part of an advancing army
(3) person that takes the place of
(4) be right and suitable for (sb.)

(5) eagerly
(6) expected from a son or daughter
(7) element in somebody's personality
(8) existing for ever
(9) open up (a way, etc.)
(10) shine brightly
(11) path, especially through country
(12) fulfilling
(13) foundation
(14) feel deep respect
(15) defend vigorously
(16) complete; utter
(17) person or group that begins or leads an action

2) Read the text again and find out synonyms of each of the following:

gains		loyal		age	
sufficiently		foundation		permanent	
inheritor		respect		faithfully	
besides		open up		defend	
eagerly		shine			
endeavour		path			

3) Word Building

(1) *One who runs a business is a* ***<u>businessman</u>****; one who works with his hands or with machines is a* ***<u>workman</u>***. Now you can find the exact nouns.

① One who sells or delivers milk is a ______.

② One who fights fires is a ______.

③ One who catches fish is a ______.

④ One who delivers the post is a ______.

⑤ One who is a member of the police is a ______.

⑥ One who takes part in sports is a _______.

⑦ One who reports weather conditions is a ______.

(2) Both "-ty" and "-ity" are suffixes added to adjectives to form nouns with the meaning "the quality or condition of being _____".

e.g. secure → ***security*****:** the condition of being secure

safe → ***safety:*** the condition of being safe

Now give the noun forms of the adjectives given below and then complete the following sentences with some of them.

minor	major	real	local	cruel	curious
superior	certain	complex	pure	equal	regular

① Johnny opened his sister's mail out of _______.

② The seasons come and go with ________.

③ It's easy to see the _______ of these goods to the others.

④ I can say with _______ that our performance will be a success.

⑤ The _______ of slave traders filled us with indignation.

⑥ The _______ of doctors believe that smoking is harmful to health.

⑦ Exhaust fumes are a threat to the _______ of the air we breathe.

⑧ The _______ of the road map puzzled the truck driver.

3. Grammar exercises

1) For each situation, write a sentence with "should / shouldn't + the verbs in brackets" as in the model:

Model: Simon has not got good marks in the exam. He ____. (study harder)

→ *He should study harder.*

(1) Liz needs a change. She _____________. (go away for a few days)

(2) Jackson, your salary is very low. You ________. (look for another job)

(3) Jack always has difficulty getting up. He ________. (go to bed so late)

(4) What a beautiful view! You __________. (take a photograph)

(5) Sue drives everywhere. She never walks. She ______. (use her car so much)

(6) Bill's room isn't very interesting. He _____. (put some pictures on the walls)

2) Complete the sentences with "should (have) + the verb in brackets".

Model: He missed the morning train. He _____________ early. (leave)

→ *He should have left early.*

(1) Diane _______ the exam. She's been studying very hard. (pass)

(2) You missed a great party last night. You _____________. (come)

(3) We don't see you enough. You _______ and see us more often. (come)

(4) I'm in a difficult position. What do you think I ________? (do)

(5) I'm sorry that I didn't take your advice. I _______ what you said. (do)

(6) I'm playing tennis with Jane tomorrow. She _______ —she's much better than me. (win)

(7) We lost the match, but we _____. We were the better team. (win)

(8) "Is Mike here yet?" "Not yet, but he _____ here soon." (be)

(9) I posted the letter three days ago, so it _______ by now. (arrive)

4. Writing

1) Make short sentences.

(1) prepare oneself to be …
(2) with doubled effort
(3) in a worthwhile manner
(4) with honour
(5) in a straight line
(6) in the van
(7) across the world
(8) be equipped with …
(9) with success
(10) singleminded

2) Put into English.

(1) 우리는 혁명대오의 일심단결을 강화해야 한다.
(the single-minded unity)

(2) 우리는 정세가 아무리 복잡하여도 우리 식대로 살아나가야 한다.
(in our own way)

(3) 우리는 사생결단의 정신으로 오늘의 난국을 타개하여야 한다.
(in do-or-die spirit)

(4) 여기가 미국놈들이 무고한 우리 인민들을 닥치는대로 학살한 곳이다.

(5) 우리는 미국놈들의 야수적만행을 절대로 잊어서는 안된다.
(kill innocent people at random)

3) Composition

"I am a Korean Youth in the Songun era"

Supplementary Readings

1. We Need Forests

The tropical forests of the world are disappearing rapidly. The area of forest cut down each year is almost as large as that of Hokkaido.

Tropical forests live on the rich topsoil made of centuries of fallen leaves and trees. When the forests are cut down, rain takes away the topsoil. Nothing can grown on the poor soil under the topsoil.

Some people say that even the Amazon's vast rain forests will have disappeared by the end of this century.

Clearing land for farming is the main cause of forest loss today. Farmers clear a small area of forest by cutting and burning the trees. In consequence, the topsoil is gone in two or three years, so they move to another area and cut down more forest. Two hundred million people live this way.

Forests are also cut down for paper and building material. Half of the lumber produced in Southeast Asia goes to advanced countries. It is doubtful whether the forests in Southeast Asia will continue to exist any longer than those of the Amazon.

When a tropical forest is destroyed, the area becomes a desert. Deserts now cover one-third of the world. But do you know the fact that they are increasing rapidly, partly because of the disappearance of trees?

Many species of plants and animals living in tropical forests are in danger of extinction. There are millions of species in tropical forests, and some of these live in only one part of one forest. So when even one small area is destroyed, an entire species can die out.

How can we save our forests? Not wasting paper and wood is one way. Another way is planting young trees. What else can we do?

NOTES

the area of forest cut down each year 매해 베여내는 산림면적

be almost as large as that of … 거의 …만큼한 량이다(면적이다)

made of centuries of fallen leaves and trees 몇세기에 걸쳐 락엽과 진대나

무로 만들어진

rain takes away the topsoil 걸흙이 비에 씻기여내리다

nothing can grow on the poor soil under the topsoil 걸층밑의 비옥하지 못한 땅에서는 아무것도 자랄수 없다

clearing land for farming 농사를 짓기 위해 땅을 개간하는것

it is doubtful whether … …인지 어떤지 의심스럽다

the fact that they are increasing rapidly 그것들이 급속히 증가되고있는 사실

partly because of … 부분적으로는 …때문에

not wasting paper and wood 종이와 목재를 랑비하지 않는것

2. Computers

When the steam engine was invented in the eighteenth century, it began one of the greatest revolutions that ever took place in our world. The invention of the gas engine at the end of the nineteenth century led to another enormous change in our lives. And it is almost certain that the invention of the computer is going to be as important as these engines.

Just as there was a Stone Age, an Iron Age, and so on, we have been living for centuries in a Paper Age. During this age, almost all information was kept and sent on paper.

But now, with the computer, enormous amounts of information can be stored and sent without any paper at all, by means of small discs or magnetic tape.

The earliest computers were very big machines, because information had to be stored on large spools of tape. But now we have ways of storing more and more information in smaller and smaller spaces, and an up-to-date computer can be so small that we can carry it in our briefcase.

Computers have made it possible to do very difficult calculations much faster than any earlier instrument could.

If there were no computers today, how much time would be consumed for a complicated calculation in modern science and technology?

We have to program our computer correctly, feeding the facts into it, and telling it what to do with them. This job is rather time-consuming. But after that,

the process can be very fast.

The program, which tells the computer what to do, is called software. Great progress is being made not only in the hardware – the machines themselves – but also in the art of programming. Clever people are finding more and more things for computers to do. But the people who produce the programs still have to be as clever as – or cleverer than – the programs they produce.

NOTES

led to another enormous change 또 다른 거대한 변화의 원인으로 되였다, 또 다른 거대한 변화를 가져왔다

without any paper at all 종이가 전혀 없어도

can be so small that we can carry it in our briefcase 아주 작아서 가방에 그것을 넣어가지고 다닐수 있다

much faster than any earlier instrument 초기의 어떤 기구(가 할수 있었던것)보다 훨씬 빨리

feed the facts into it 콤퓨터에 자료를 입력하다

tell it what to do with them 그 자료를 가지고 무엇을 해야 하는가를 콤퓨터에 지시하다

great progress is being made 커다란 진보가 이룩되고있다

find more and more things for computers to do 콤퓨터가 할 더욱더 많은 일들을 찾다

3. A New Powerful Light Microscope

Electron microscopes enable you to look at the genes of plants and animals. But now we have a new instrument that performs the same function without doing harm to the organism under observation.

A new light microscope developed by a team of scientists at IBM can "see" objects even smaller than genes, says Kumar Wicramasinghe, the team's leader.

The new microscope is about 500 times more powerful than ordinary light microscopes like the ones you use at school. It works by shooting a laser beam (a narrow, focused beam of light) onto a "needle tip."

The needle moves up and down beneath the specimen about 200 000 times per second. Another instrument measures how the laser light interacts with the

light reflected by the sample. Recordings of these interactions can reveal objects as small as the needle tip – just five atoms across.

That may not sound so great if you know that some electron microscopes – which use a stream of electrons instead of light – allow scientists to see objects the size of single atoms. But the images from the new microscope are more useful, Wickramasinghe says. One reason is that they are in color – which allows scientists to easily identify what they are seeing. Also, since light is not harmful, scientists can use the new microscope to observe living things – like the genes inside a living cell.

In the future, scientists might also use the new microscope to quickly scan tiny bits of data off penny-size compact disks.

NOTES

enable you to look at the genes 유전자를 볼수 있게 한다

is about 500 times more powerful 약 500배 더 강력하다

the ones you use at school 학교에서 리용하는 현미경들

which use a stream of electrons instead of light 빛대신에 전자흐름을 리용하는

allow scientists to see objects the size of single atoms 과학자들이 단일한 원자크기의 대상들을 보게 한다

which allows scientists to easily identify what they are seeing 그렇게 하는 것은 과학자들이 무엇을 보고있는가 하는것을 쉽게 확인하게 한다

penny-size compact disks 페니(동전)크기의 콤팍트디스크(CD)

4. A Star Is Born

There have been theories of how stars came into being, but now scientists have actually seen the birth of a new star.

For the first time ever, scientists have taken pictures of a baby star, or protostar, developing in the Milky Way. These pictures confirm the scientists' theory of how a star is born and matures.

Scientists had believed that new stars are formed inside clouds of gas and dust, explains Thomas Kuiper, an astrophysicist. Gravity, the force that attracts objects to one another, pulls some of the gas and dust particles together into a

compact ball, the protostar.

Until now, scientists had found the clouds around the star so thick that they couldn't see inside. But two groups of scientists took pictures of this new star, using radio telescopes. These telescopes gather and focus radio waves, a type of energy emitted from some objects in space, using large antennas.

As the scientists had predicted, the images show gas and dust collapsing into this baby star, which is now 150 000 years old. (That's young for a star, which can "live" for billions of years.)

"Now we have some real evidence of confirming our theory of star creation," Kuiper says.

Scientists will continue to watch the new star as it matures and becomes hotter and more compact. Kuiper predicts that the rest of the gas cloud will either collapse into the star or blow away. Then, in a few million years, hydrogen atoms inside this star will start to fuse (combine) and give off light energy. When that happens the star will begin to glow.

NOTES

theories of how stars came into being 별들이 어떻게 생겨났는가 하는 리론들

for the first time 처음으로

protostar 원시별(최초의 별)

developing in the Milky Way 은하수에서 발달하는

astrophysicist 천체물리학자

pulls some of the gas and dust particles together into a compact ball, the protostar 가스와 먼지립자들중 일부를 끌어당겨 치밀한 구형인 원시별을 만든다

gas and dust collapsing into this baby star 떨어져 이 애기별로 되는 가스와 먼지

either collapse into the star or blow away 떨어져 별로 되던가 흩어져 날아나 버리다

start to fuse and give off light energy 융합하여 빛에네르기를 내보내기 시작하다

5. Switches and Fuses

An electric switch is often on a wall near the door of a room. Two wires lead to the lamp in the room. The switch is fixed in one of them. The switch can cause a break in this wire, and then the light goes out.

The switch can also join the two parts of the wire again; then we get a light.

Switches can control many different things. Small switches control lamps and radio sets because these do not take a large current. Larger switches control electric fires. Other switches can control electric motors.

Good switches move quickly. They have to stop the current suddenly. If they move slowly, an electric spark appears. It jumps across the space between the two ends of the wire. This is unsafe and it heats the switch. Very big switches are sometimes placed in oil. Sparks do not easily jump through oil, and so the oil makes the switch safer.

A large current makes a wire hot. If the wire is very thin, even a small current makes it hot. This happens in an electric lamp.

The electric wires in a house are covered with some kind of insulation. No current can flow through the insulation; so the current can never flow straight from one wire to the other. But the insulation on old wires is often broken; then the copper of the two wires can touch. A large current may flow; and if this happens, the wires will get very hot. Then the house may catch fire.

Fuses can stop this trouble. A fuse is only a thin wire which easily melts. It is fixed in a fuse-holder. The fuse-holder is made of some material which cannot burn. A large current makes the fuse hot and then it melts away. We say the fuse "blows". The wire is broken, and no current can flow. So the house does not catch fire; but all the lights and electric fires go out because there is no current.

When a fuse blows, something is wrong. We must find the fault first. Perhaps two wires are touching. We must cover them with new insulation of some kind. Then we must find the blown fuse and repair it. We put a new piece of fuse-wire in the holder. (Sometimes we can find the right fuse-holder because it is rather warm: but the others are cold.) If we do not repair the fault first, the new fuse will blow immediately.

Some people get angry when a fuse blows. So they put a thick copper wire

in the fuse-holder. Of course this does not easily melt; if the current rises suddenly, nothing stops it. The thick wire easily carries it. Then the wires of the house may get very hot, and the house may catch fire. Some of the people in it may not be able to escape. They may lose their lives. So it is always best to use proper fuse-wire. This will keep everyone and everything in the house safe.

NOTES

Two wires lead to the lamp in the room. 두 선이 방안의 전등에 련결되여 있다.

can cause a break in this wire 이 선을 차단시킨다

because these do not take a large current 이것은 많은 전류가 흐르지 않기때문에

It jumps across the space between the two ends of wire. (전기불꽃은) 두 선사이의 공간을 뛰여넘는다.

are covered with some kind of insulation 여러가지 절연물을 씌운다

may catch fire 불이 당길수 있다, 불이 날수 있다

We say the fuse "blows". 우리들은(사람들은) 휴즈가 《불었다》(《끊어졌다》)고 말한다.

6. Life in the Future

Throughout the world, computers will be used more and more in the future. They are already being used in agriculture and industry. For example, many farms now use computers to control the growing conditions of vegetables and other plants.

In glasshouses, computers control the watering of the plants as well as the light and the temperature.

In their personal lives people will also use computer more and more.

Houses will be controlled by a central computer. Lights will go off if no one is in the room. The idea that computers can recognize human voices surprise many people. You will be able to telephone home half an hour before returning and, by speaking into the telephone, you will be able to tell the computer to turn on the heating and the hot water.

The computer will recognize your voice and carry out the instructions.

The possibility that the majority of the labour force will work at home is often discussed. It will be much more convenient than spending a lot of time traveling to work every day. People will be able to use the videophone for conferences. They will be able to do drawings and send them by mail or by fax.

Computers will be used more and more in transport. Railways already use them to work out the best distance between trains. Trains will be operated by computer and many of them will have no drivers.

Space travel will become much cheaper. In 1993 a new space rocket with no wings was developed.

This type of rocket is able to return to the earth and land on its legs.

As a result, costs will be reduced by as much as 90%.

In the fields of education, health and research, computers will continue to play an important part.

It will be part of everyone's education to learn computer skills. Information records, for example of patients with the same illness, are now kept on computer. It is possible to have a group of these records collected and printed. Computer programs for storing whole texts are already well developed. You can type the name of a subject, e.g. "Printing" and the computer will give you a worldwide list of magazine and book titles. The next step is to search the titles for more information. Finally you can choose certain texts and read them on your computer screen. If you want a copy of the article or page, it can be printed out and sent to you.

NOTES

the watering of the plants as well as the light and the temperature 빛과 온도는 물론 식물들에 물주기도

Lights will go off if no one is in the room. 방안에 사람이 없으면 불(조명)은 꺼진다.

the idea that computers can recognize human voices 콤퓨터가 사람의 목소리를 분간(인식)할수 있다는 생각(견해)

by speaking into the telephone 전화기에 대고 말하는것으로써

to tell the computer to turn on the heating 콤퓨터가 난방장치스위치를 넣도록 지시하다

the possibility that the majority of the labour force will work at home 일하는 사람 대부분이 집에서 일하게 할수 있는 가능성

work out the best distance between trains 렬차들사이에 가장 좋은 (합리적인)거리(간격)를 계산(산출)하다

It will be part of everyone's education to learn computer skills. 콤퓨터(다루는) 기술을 소유하는것은 누구에게나 교육의 한분야로 될것이다.

Information records, for example of patients with the same illness, are now kept on computer. 실례로 지금은 같은 병을 앓고있는 환자들의 병에 대한 정보기록이 콤퓨터에 보존된다.

to have a group of these records collected and printed 이러한 기록들의 묶음을 (콤퓨터에) 넣어(모아)두었다가 재생시키는것

7. First Impression

The children stopped chattering as Miss Rios entered the classroom. Then in a loud chorus, they said, "Good morning, teacher."

Miss Rios smiled, said good morning and glanced quickly around the room. There seemed to be about thirty-five in the class – perhaps a few more girls than boys. All of the children were watching her intently, waiting no doubt to find out what sort of person she was. "I suppose you want to know my name," she said.

But before she could tell them, someone in the class called out, "You're Miss Rios." Everybody laughed. Miss Rios laughed too.

"News travels fast," she said. "I'm afraid it will take me longer to learn all your names."

Miss Rios opened her attendance book and called their names one by one. When she came to the last name on the list, John Young, she noticed that he had been absent for over a month.

"What's the matter with John Young?" she asked, looking up.

"He's in the hospital, Miss Rios," said a dark haired girl in the front row. "He broke his leg."

"He was ice-skating," added one of the boys.

"Has anyone been to the hospital to see him?" Miss Rios asked.

No one replied.

It was time to get started. "Now let me see," said Miss Rios, looking at her

class schedule. "The first subject is English."

"Oh! Please read us a story," begged one of the girls.

Several of the children echoed this request. Miss Rios smiled.

"All right," she said. "But first of all, I want you to write a short letter to John Young. We'll send the letters to him in the hospital to cheer up. Afterwards, I'll read you a story."

They were all writing and drawing busily when Miss Rios slipped out of the room to get a book she had left in the teacher's lounge. She passed the Principal in the hall.

"Any problems with that class?" the Principal asked.

"Not so far," said Miss Rios confidently. "They all seem very well behaved."

NOTES

in a loud chorus 모두가 큰 소리로

there seemed to be about thirty-five 약 35명의 학생들이 있는것 같았다

no doubt 의심할바없이

to find out what sort of person she was 그 녀자가 어떤 사람인지 알아보려고

one by one 한명한명씩, 한사람한사람씩

first of all 우선

Not so far! 지금까지는 아무일도 없습니다.

8. Child Labour

Charles Brown was not yet twelve years old. He knew that all was not well with the affairs of the family, and he was very unhappy. His father, Mr Brown was heavily in debt and didn't know which way to turn for money.

Charles had expected to be sent to school. More than anything else in the world he wanted to learn. The worst news of all was that he could not go to school.

The affairs of the family went from bad to worse. Poor Charles, often hungry, had to go to a pawnshop, first with a chair and then with one piece of furniture after another until the house was almost empty.

One day his father was arrested for nonpayment of a debt of ￡10. He was carried off to the debtors' prison.

Now the little boy had to earn bread for the family. He had got a job in the underground cellar at a blacking factory in the East End of London.

It was the manager of the shoe blacking ware house who came with this proposal.

"He can earn three shillings a week."

"It will be a great help to us," said Mrs Brown, quite satisfied.

For Charles it meant never to go to school. In his young heart there still burned a flame of hope, the hope that some day somehow, somewhere, he would be sent to school. Now the dream was over.

His task at the warehouse was to put labels on countless bottle of blacking. He worked twelve hours a day. In the morning and at midday he either ate a piece of bread that he had brought or wandered out into the street to buy a penny loaf. At supper time he had bread and cheese in his room.

Sunday was the best day for Charles. He could enjoy reading books at home. He had a pile of books in the attic.

"What a reader my boy is!" his mother used to say proudly.

But this little piece of luck was not to last. He had to sell those books for want of money. His mother and younger sisters were hungry and so the books had to go to the pawnshop.

Charles thought that life could not possibly become blacker, but it did.

"No words," he wrote in his diary "can express the secret agony of my soul as I sank into such miserable condition."

NOTES

was heavily in debt 빚을 몹시 지고있었다

which way to turn for money 어떤 방법으로 돈을 갚아야 할지

went from bad to worse 점점 더 어려워졌다, 점점 더 쪼들려만 갔다

go to a pawnshop, first with a chair 처음에는 의자를 가지고 전당포에 가다

and then with one piece of furniture after another 그다음에는 가구를 하나 가지고

quite satisfied 아주 만족하여

a pile of books 한무지의 책

for want of money 돈이 부족하여

9. A Bike That Changes Gears by Itself

Have you ever shifted your bike into the wrong gear in the middle of climbing a hill and found it impossible to pedal?

Now Ezra Gold and his fellow engineering students at the University of Rochester have come up with a solution. "We created the smart bike, a bike that changes gears by itself," Gold says. The smart bike is designed to keep you in the right gear so your legs can ride on and on.

Bicycles, explains Gold, are compound machines, made up of many simple machines, such as levers and wheels and axles. Like all machines, says Gold, "different gears on your bike increase or decrease the amount of force, or push, you need to apply" to do work – move an object (e.g. a bike) over a distance.

Usually bikers have to change gears by themselves – shifting to lower gears for uphill climbs, and higher gears for flat ground. But sometimes they forget to shift – or they wait too long. Consequently the bike chain will produce a jarring clanking sound and your leg muscles grow tired.

To make changing gears an easy job, "we programmed a computer chip in the smart bike to measure a bike's pedaling and wheel speeds," says Gold. "The chip uses these measurements to calculate how tightly stretched your bike chain is." The tighter the chain, the more force you need to pedal.

To program the bike, you decide how fast you want to pedal. (It's best to cycle at a constant pedal speed of about 90 revolutions per minute, Gold says). "The six-speed bike took about a year to make," says Gold, "and we're still making improvements." But the team of engineers says you may find their smart bike in a local cycle shop in the future.

NOTES

changes gears by itself 저절로 변속하다

for uphill climbs 언덕으로 올라가기 위하여

to make changing gears on easy job 변속하는것을 쉽게 하기 위하여

speed about 90 revolutions per minute 분당 약 90회전의 속도

10. Smog-Eating Cars

By the time our children are going down the road in their first car, driving might actually destroy air pollution. That's because a company has invented a device designed to transform cars into pollutant eaters.

The new device is a type of catalytic converter, an apparatus that starts, or catalyzes, chemical reactions to break down air pollutants.

Today's cars are already built with a kind of catalytic converter. When exhaust flows through this converter "box", a catalyst chemical inside breaks down the car's pollutants into less harmful chemicals. But some pollutants still escape into the air to form smog, which can burn your eyes, nose, and throat, and make breathing painful.

The new converter – a coating of catalyst chemicals on the car's radiator – will help clean up the smog. As smoggy air from outside the car flows over the radiator, the catalyst turns the smog into oxygen.

"We still have questions about the new converters," says Jeff Alson of the Environmental protection Agency. "For example, we need to know how well they will work as the cars age," he says.

To answer these questions, the Engelhard Corporation, which developed the new converter, had engineering students drive test cars around the city with the worst air pollution. So far, says inventor Terry Poles, the new converters appear to break down 80 percent of the smog in the air surrounding the cars.

Engelhard engineers hope the new converters will be eating air pollution around the country in near future – just in time for our children to start choosing their first car!

NOTES

by the time 그때까지

a type of catalytic converter 촉매변환기의 형태

catalyst 촉매제

exhaust 배기가스

turn the smog into oxygen 연무를 산소로 변화시키다

so far 지금까지

Irregular Verbs

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
be	was, were	been	forgive	forgave	forgiven
become	became	become	freeze	froze	frozen
begin	began	begun	get	got	got, gotten
bite	bit	bitten, bit	give	gave	given
blow	blew	blown	go	went	gone
break	broke	broken	grow	grew	grown
bring	brought	brought	hang	hung	hung
build	built	built	have	had	had
buy	bought	bought	hear	heard	heard
catch	caught	caught	hide	hid	hidden, hid
choose	chose	chosen	hit	hit	hit
come	came	come	hold	held	held
cost	cost	cost	hurt	hurt	hurt
cut	cut	cut	keep	kept	kept
dig	dug	dug	know	knew	known
do	did	done	lay	laid	laid
draw	drew	drawn	lead	led	led
drink	drank	drunk	lean	leant	leant
drive	drove	driven	learn	learned	learned
eat	ate	eaten	leave	left	left
fall	fell	fallen	lend	lent	lent
feed	fed	fed	let	let	let
feel	felt	felt	lie	lay	lain
fight	fought	fought	light	lit, lighted	lit, lighted
find	found	found	lose	lost	lost
fly	flew	flown	make	made	made
forget	forgot	forgotten, forgot	mean	meant	meant

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
meet	met	met	slide	slid	slid, slidden
pay	paid	paid	speak	spoke	spoken
put	put	put	spell	spelled, spelt	spelled, spelt
read	read	read	spend	spent	spent
ride	rode	ridden	spread	spread	spread
ring	rang	rung	stand	stood	stood
rise	rose	risen	steal	stole	stolen
run	ran	run	stick	stuck	stuck
say	said	said	sting	stung	stung
see	saw	seen	swim	swam	swum
sell	sold	sold	swing	swung	swung
send	sent	sent	take	took	taken
set	set	set	teach	taught	taught
shake	shook	shaken	tell	told	told
shine	shone	shone	think	thought	thought
shoot	shot	shot	throw	threw	thrown
show	showed	shown, showed	understand	understood	understood
shut	shut	shut	wake	waked, woke	waked, woken
sing	sang	sung	wear	wore	worn, wore
sink	sank	sunk	win	won	won
sit	sat	sat	wind	wound	wound
sleep	slept	slept			

Grammar Summary

3조건문(가정법 과거완료) (Third Conditional)

과거의 사실과 반대되게 가정하여 말하고싶을 때 3조건문을 쓴다.

If we had lived 85 million years ago, we would have seen dinosaurs.
(8천 5백만년전에 살았었더라면 우리는 공룡을 보았을텐데.)

형식에 류의하시오.

《If … + 과거완료, would + 현재완료》

If I **had seen** you in town, I **would have said** hello.
(시내에서 너를 만났었더라면 인사를 했을걸.)

If you **had come** to a dancing party, you **would have enjoyed** yourself.
(동무가 무도회에 참가했었더라면 잘 놀았을텐데.)

wish가 들어가는 문장

wish 다음에 오는 동사의 형태에 주의하시오.

《wish … + 과거시칭》으로 쓰면 현재와 반대되는 소원을 나타낸다.

I **wish** I **had** a new bicycle. (새 자전거가 있으면 좋겠는데.)

Ivan **wishes** he **lived** in a warm country. (이완은 더운 나라에서 살았으면 한다.)

I **wish** I **was** strong! (힘이 세면 좋겠는데.)

주의: **'I wish I was ...'** 대신에 'I wish I were ...'를 흔히 쓴다.

I **wish** I **were** younger. (더 젊었으면 좋겠는데.)

짧은 질문과 긴 질문 (Short and Long Questions)

일반적으로 긴 질문이 짧은 질문보다 더 겸손한 말로 된다.

'Do you know what time it is?'는 'What time is it?'보다 더 겸손하게 들린다.

긴 질문의 구조가 어떻게 변하는가에 주의하시오.

What time **is it?** — Do you know what time **it is?**

이것은 'Do you know'가 질문의 첫 부분에 있기때문에 '… what time is it'가 아니라 '… what time it is'로 된다. 아래에 몇개의 다른 실례들이 있다.

Where **do you live**? — Can you tell me where **you live**?

Where **is Fred**? — Have you any idea where **Fred is**?

How much **did your radio cost**? — Do you know how much **your radio cost**?

간접의문문 (Reported Questions)

어떤 질문을 간접의문문으로 옮기기 위하여 그것을 서술문으로 바꾸어야 한다. 동사의 시칭과 인칭대명사가 바꾸어지는데 주의하시오.

Where **do you live**? — She wanted to know where **I lived**.

Where **is Fred**? — He asked where **Fred was**.

How much **did your radio cost**? — He wanted to know how much **my radio cost**.

현재완료지속시칭과 현재완료시칭의 대비(Comparison of Present Perfect Continuous with Present Perfect)

현재완료지속시칭은 과거의 어느 순간부터 현재까지 행동이나 상태가 계속된다는것을 나타낸다. 이때 흔히 과거로부터 현재까지의 기간을 나타내는 시간상황어와 함께 쓰인다.

I **have been working** here for 8 years. (나는 여기서 8년동안 일하고 있다.)

He **has been reading** the novel since last Sunday. (그는 그 소설을 지난 일요일부터 읽고있다.)

현재완료시칭은 동작이 완료되여 현재 계속되지 않는 행동을 나타내며 현재완료지속시칭은 행동의 결과나 완료가 아니라 행동 그자체에 중심을 두기때문에 행동의 계속을 나타낸다.

① I **have studied** English for 6 years. (나는 영어를 6년동안 공부했다.)

② I **have been studying** English for 6 years. (나는 지금까지 영어를 6년동안 공부하고있다.)

①은 과거 어느 때에 행동이 끝났으나 그 결과 영어를 안다는 뜻을 나타내며 ②는 현재까지 계속되는 행동을 나타낸다. 다음의 례들을 대비하여보자.

Father **has** just **told** me. (결과에 중심) (아버지가 방금 말해주었다.) (그리하여 알고있다는 뜻)

Father **has been telling** me about it. (행동에 중심) (아버지가 그것에 대해 이야기하군 하였다.)

Have you **read** the book? (결과에 중심) (그 책을 읽었습니까?) (내용을 알고있는가 하는 뜻)

Have you **been reading** the book of late? (행동에 중심) (요즘 그 책을 읽고있습니까?)

피동상 (Passive Voice)

피동상은 주어가 행동을 하는것이 아니라 행동을 받는 대상으로 되는 술어동사의 형태이다.

The hunter killed a wolf. (사냥군이 승냥이를 죽였다.)

A wolf **was killed** by the hunter. (승냥이는 사냥군에 의해 죽었다.)

We built the bridge. (우리는 그 다리를 건설하였다.)

The bridge **was built** by us. (그 다리는 우리에 의하여 건설되였다.)

피동상은 《동사be + 과거분사》형식으로 많이 쓰이지만 입말체에서는 《동사become(get, grow 등) + 과거분사》형식으로도 쓰인다.

He **became known** to me at the factory. (나는 그와 공장에서 알게 되였다.)

He soon **grew accustomed** to it. (그는 곧 그에 익숙해졌다.)

He **got hurt** while playing football. (그는 축구를 하다가 상했다.)

A lot of Blacks **get killed** in USA. (미국에서는 수많은 흑인들이 살해당하고있다.)

피동상은 입말보다 글말에서 많이 쓰이며 다음과 같은 경우에 주로 쓰인다.

① 행동수행자(주어)가 명백하지 않는 경우

He **was wounded** in the battle. (그는 그 전투에서 부상당했다.)

The classroom **was cleaned**. (교실을 청소하였다, 교실이 청소되였다.)

② 행동수행자(주어)가 막연하게 일반적인 사람을 가리키는 경우

English **is spoken** in Canada. (카나다에서는 영어로 말한다.)

③ 행동수행자가 문맥상 명백하거나 특별히 밝힐 필요가 없는 경우

His task **was carried** out. (그의 과업은 수행되였다.)

④ 행동수행자보다 행동을 받는 대상에 더 많은 관심을 두었을 때

He **is loved** by everyone. (그는 모든 사람의 사랑을 받는다.)

현재완료피동형 (Present Perfect Passive)

피동형과 현재완료형의 쓰임을 참고하시오. 현재완료피동형의 형태에 주의하시오.

《 'be'동사의 현재완료형 + 과거분사》

The window **has been broken**.

A new tunnel **has been built** through the mountains.

The river **has been cleaned**.

자동사와 타동사 (Intransitive Verbs and Transitive Verbs)

동사는 뒤에 보어가 오는가 오지 않는가에 따라 자동사와 타동사로 나눈다.

자동사란 보어를 가지지 않는 동사를 말한다.

The sun rises. (해가 솟아오른다.)

It is raining. (비가 오고있다.)

We study very hard. (우리는 아주 열심히 공부한다.)

It snows in winter. (겨울에는 눈이 온다.)

타동사란 보어를 가지는 동사를 말한다.

I read a book. (나는 책을 읽는다.)

I want to do it. (나는 그것을 하고싶다.)

We know that he did it. (우리는 그가 그 일을 하였다는것을 안다.)

He gave me a book. (그는 나에게 책을 주었다.)

영어동사들은 대부분 자동사, 타동사로 다 쓰이므로 동사가 자동사인가, 타동사인가 하는것을 구체적인 문장속에서만 알수 있다.

Owls can see in the dark. (자동사) (부엉이는 어둠속에서 볼수 있다.)

I see an owl in the tree. (타동사) (나무우에 부엉이가 있는것이 보인다.)

He studies hard. (자동사) (그는 열심히 공부한다.)

He studies physics. (타동사) (그는 물리를 공부한다.)

조동사 (Auxiliary Verbs)

조동사란 자립적으로 쓰이지 못하고 본동사와 함께 쓰이면서 시칭, 상, 법 등을 나타내는 보조적인 역할을 하는 동사를 말한다.

조동사에는 be, have, do, shall, will 등이 있다.

① 조동사 be

조동사 be는 《be + 현재분사》의 형태로 지속시칭에 쓰이며 《be + 과거분사》의 형태로 피동상에 쓰인다.

Many machines **are making** in this factory. (이 공장에서는 많은 기계들이 만들어지고있다.)

Limestone **is used** for making vinalon. (석회석은 비날론을 만드는데 쓰인다.)

② 조동사 have

조동사 have는 《have + 과거분사》의 형태로 완료시칭에 쓰이고 《have been + 현재분사》의 형태로 완료지속시칭에 쓰인다.

I **have read** the book. (나는 그 책을 다 읽었다.)

I **have been reading** the book since yesterday. (나는 어제부터 그 책을 읽고있다.)

③ 조동사 do

조동사 do는 의문문, 부정문, 어순바뀜에서와 동사를 강조할 때 쓰이며 동사의 반복을 피하기 위하여 동사를 대신하여 쓰이기도 한다.

Do you think it will be fine today? (오늘 날씨가 좋으리라고 생각합니까?)

Didn't you ever see a lion? (사자를 본적이 있습니까?)

He **does** not know the fact. (그는 그 사실을 모릅니다.)

Do come here! (이리 오라는데!)

He writes faster than I **do**. (그는 글을 나보다 빨리 쓴다.)

A: I like apples. B: So **do** I. (나는 사과를 좋아한다. 나도 좋아한다.)

의문문과 부정문에서 조동사 do를 쓰지 않는 경우가 있다.

주어가 의문사이거나 의문사가 주어를 수식하는 경우

Who made it? (누가 그것을 만들었는가?)

Which team won the match? (어느 팀이 경기에서 이겼습니까?)

How many people live in this house? (이 집에서 몇사람이 삽니까?)

Should

① 충고를 한다던가 의견을 줄 때 should를 쓸수 있는데 이때 나타내는 의미는《…을 하는것이 좋다》이다. 즉

You **should** do something = It is a good thing to do or the right thing to do. 를 의미한다.

You look tired. You **should** go to bed.（피곤해보이누나. 잠자는게 좋겠다.）

Should we invite Susan to the party? Yes, I think we **should**.（수잔을 연회에 초청할가요? 예, 그렇게 하는것이 좋겠습니다.）

- should는 종종 I think / I don't think / Do you think ...? 와 함께 쓰인다.

I think you **should** study hard.（열심히 공부하는것이 좋겠다.）

I don't think you **should** go so early.（그렇게 일찍 가지 않아도 좋겠다.）

Do you think I **should** stay here? Yes, I think you **should**.

（여기에 머물러도 좋겠니? 응, 그래.）

- should는 must나 have to 보다 강한 의무성을 나타내지 않는다.

You **should** apologise.（사죄하는것이 좋겠다.）

You must / have to apologise.（사죄해야 한다.）

② 이전에 하여야 할 일을 하지 못하였을 때 should have done을 써서《할걸 그랬다》,《했더라면 좋았겠다》는 뜻을 나타낸다. 즉

You **should have done** something. = You didn't do it, but it would have been the right thing to do.를 의미한다.

You **should have come** earlier.（동무는 좀 더 일찍 왔어야 할걸 그랬다.）

He **should have done** with the book yesterday.（그는 그 책을 어제 읽었더라면 좋았겠다.）

③ 이전에 하지 말아야 할것을 하였을 때 shouldn't have done을 써서《너무 했다》,《안했더라면 좋았겠다》라는 뜻을 나타낸다. 즉

You **shouldn't have done** something. = You did it, but it was the wrong thing to do.를 의미한다.

I **shouldn't have eaten** so much.（나는 너무 많이 먹었다.）

You **shouldn't have come** here.（너는 여기에 오지 않았더라면 좋았겠다.）

련결동사（Link Verb ）

련결동사는 주어와 술사를 련결시켜주며 주어가 어떤 상태에 있다는

추상적인 뜻만을 나타낸다. 련결동사로 쓰이는 전형적인 동사는 be이다.

Jogging **is** a good exercise for health. (걷기는 건강에 좋은 운동이다.)

The show **was** very interesting. (그 전시회는 대단히 흥미있었다.)

그러나 상태를 나타내는 일부 자동사들도 련결동사로 쓰일수 있다.

He **became** a hero. (그는 영웅이 되였다.)

This cloth **feels** smooth. (이 천은 매끈매끈하다.)

It **is getting** warmer and warmer. (날씨가 점점 따뜻해진다.)

The sun **shone** bright. (해가 밝게 비쳤다.)

The bell **sounds** interesting. (그 종은 재미나게 소리가 난다.)

They **made** ready. (그들은 준비하였다.)

I **grew** tired. (나는 점점 피곤해졌다.)

John **went** hungry. (죤은 늘 배를 곯았다.)

All the leaves **turn** red and yellow in autumn. (가을에는 모든 잎사귀들이 빨갛고 노랗게 된다.)

They **remained** faithful to the end. (그들은 끝까지 충실하였다.)

It **smells** disgusting. (거기서는 역한 냄새가 난다.)

The rumour **proved** true. (그 소문은 사실이였다.)

He **sat** silent. (그는 조용히 앉아있었다.)

분사구문 (Participle Construction)

현재분사 또는 과거분사가 상황어로 쓰일 때 그것을 분사구문이라고 한다.

분사구문의 주어는 문장의 주어와 같다.

△ 현재분사가 분사구문으로 쓰이는 경우

① 원인상황어

Knowing he could not come, I telephoned him. (그가 올수 없다는 것을 알기때문에 그에게 전화를 하였다.)

② 시간상황어

Be careful **walking across the street.** (거리를 건너갈 때 조심하시오.)

③ 부수상황어

He walked along the street, **holding a book in his hand.** (그는 손에 책을 들고 거리를 따라 걸어갔다.)

④ 조건상황어

Turning to the left, you'll find the building. (왼쪽으로 돌아가면 그 건물이 있을것이다.)

⑤ 양보상황어

Why did you go there, **feeling it was not right to do so**? (거기에 가는것이 옳지 않다는것을 알면서도 왜 갔습니까?)

△ 분사구문이 어떤 상황어로 쓰인다는것을 명백히 하기 위하여 그앞에 해당한 접속사를 쓰기도 한다.

Be careful **when crossing the road.** (길을 건너갈 때에는 조심하시오.)

He continued to speak **while walking down the stairs.** (그는 계단을 내려가는 동안 계속 이야기하였다.)

After finishing their homeworks, they played football. (숙제를 다 한 후에 그들은 축구를 하였다.)

He always dropped in **if passing by my house**. (그는 나의 집을 지나갈 때면 언제나 들리군 하였다.)

△ 분사구문의 행동이 술어동사의 행동보다 먼저 일어났다는것을 나타내기 위하여 완료형분사를 쓴다.

Having finished her work, she went home. (그 녀자는 일을 끝마치고 집으로 갔다.)

Having found a hotel, they had dinner. (호텔을 찾고나서 그들은 저녁식사를 하였다.)

△ 과거분사가 분사구문으로 쓰이는 경우

과거분사가 분사구문으로 쓰일 때에는 현재분사와 달리 피동상의 의미를 가진다.

Asked when they could expect an answer, he said it would take them about a week. (언제 그들이 대답을 받을수 있는가 하는 질문을 받고 그는 한주일가량 걸릴것이라고 말했다.)

Invited to the meeting, they prepared for departure. (회의에 초청받았기때문에 그들은 출발준비를 하였다.)

Suddenly touched, she embraced her mother. (갑자기 감동되여 그 녀자는 어머니를 끌어안았다.)

과거분사가 분사구문으로 쓰이면서 상황어로 쓰일 때 그앞에 접속사가 올수 있다.

He did not usually utter a word **unless spoken to.**（그는 누가 말을 걸지 않으면 보통 한마디도 하지 않았다.）

Even if posted now, the letter could not reach him till Monday.

(편지를 지금 부친다고 하여도 월요일까지는 그에게 전달되지 못할것이다.）

관계대명사 (Relative Pronouns)

관계대명사는 대명사적기능과 접속사적기능을 동시에 수행하는 대명사이다.

This is the man **whom** I know. (This is the man and I know him.)（이 사람은 내가 아는 사람이다.）

관계대명사가 이끄는 절에 의하여 규정받는 대상을 선행사(Antecedent)라고 한다. 선행사가 사람이면 who, 동물, 물건이면 which, 사람, 동물, 물건이면 that를 쓴다.

관계대명사에는 제한적쓰임과 서술적쓰임이 있다. 제한적쓰임에서는 선행사의 뜻을 한정지으며 따라서 우리 말로 옮길 때에는 규정어절부터 번역한다.

He is the boy **who** got the first prize.（그가 1등상을 받은 그 소년이다.）

서술적쓰임은 관계대명사앞에 반점이 오는 경우인데 이때에는 선행사의 뜻에 보충적인 설명을 하는것으로 된다. 따라서 우리 말로 옮길 때에는 쓰인 순서대로 내려 번역한다.

I met a boy, **who** showed me the way to the station.（나는 한 소년을 만났는데 그는 정거장으로 가는 길을 가리켜주었다.）

① 관계대명사 who

who는 선행사가 단수 혹은 복수의 사람을 나타낼 때에 쓰인다.

관계대명사 who의 주격은 who, 보어격은 whom, 소유격은 whose이다.

I want a boy **who** is honest.（주격）（나는 정직한 소년을 요구한다.）

They are the boys **whom** I praised.（보어격）（그들은 내가 칭찬한 소년들이다.）

A child **whose** parents are both heroes entered our school.（소유격）（부모들이 두분 다 영웅인 아이가 우리 학교에 입학하였다.）

② 관계대명사 which

which는 주로 선행사가 동물이거나 무생물체를 나타낼 때 쓰인다. 관계대명사 which의 주격과 보어격은 같다.

This is the dog **which** barked last night. (주격) (이 개가 지난밤에 짖은 개이다.)

This is the book **which** I bought. (보어격) (이 책은 내가 산 책이다.)

I climbed the mountain **whose** top(=the top of **which**) was covered with snow. (소유격) (나는 꼭대기가 눈으로 덮여있는 산으로 올라갔다.)

③ 관계대명사 that

관계대명사 that는 선행사가 사람이나 동물 혹은 기타 무생물체를 나타내는 모든 경우에 쓰이며 주로 제한적용법에 쓰인다. 그러므로 다른 관계대명사를 쓸 때보다 제한적의미가 더 강하다. 따라서 선행사가 최상급의 형용사, 순서수사 또는 all, only, same, very, no 등과 같은 제한적의미를 가진 단어들에 의해 규정되면 반드시 that를 써야 한다. 또한 선행사가 nothing, everything, anything, something, much, little 일 때에도 관계대명사 that를 쓴다.

It is the machine **that** he made. (그것이 그가 만든 기계이다.)

This is the very thing **that** I want. (이것이 바로 내가 요구하는것이다.)

No man **that** has common sense can believe it. (일반상식을 가진 사람치고 그것을 믿을 사람은 없다.)

Everything **that** I have seen is of great interest. (내가 본 모든것은 대단히 흥미있는것이다.)

관계부사 (Relative Adverbs)

관계부사는 문장에서 부사적기능과 접속사적기능을 동시에 수행하는 부사이다. 관계부사는 의문부사나 접속부사와 형태가 같으나 선행사를 가지는것으로 하여 접속부사와 구별된다. 선행사가 시간을 가리키면 when, 장소를 가리키면 where, 원인, 리유를 가리키면 why, 방법을 가리키면 how를 쓴다.

I don’t know the exact time **when** the train leaves. (나는 그 기차가 출발하는 정확한 시간을 모른다.)

I know the place **where** the meeting was held. (나는 그 회의가 열린 장소를 안다.)

This is the reason **why** he did it so. (이것이 그가 그것을 그렇게 한 리유

이다.)

This is the way **how** he solved it. (이것이 그가 그것을 푼 방법이다.)

관계부사는 그 쓰임에 따라 제한적쓰임과 서술적쓰임의 두가지가 있다.

관계부사의 제한적쓰임은 규정어절을 이끄는것이다.

This was the time **when** the movement started. (이때가 운동이 시작되던 때였다.)

This is the house **where** he often dropped in. (이 집이 그가 자주 들리던 집이다.)

This is the reason **why** he was absent yesterday. (이것이 그가 어제 결석한 리유이다.)

Show me the way **how** the machine works. (기계가 어떻게 동작하는가를 나에게 보여주시오.)

관계부사의 서술적쓰임은 《접속사 + 부사》와 같은 뜻을 나타낸다. 관계부사의 서술적쓰임에서는 반점으로 주절과 종속절을 갈라준다. why와 how는 서술적쓰임이 없다.

I shall be back before noon, **when** we shall send for him. (정오까지는 돌아오겠으니까, 그때 그를 불러오도록 합시다.)

That was the height, **where** the battle was fought. (저것이 그 고지였는데 거기에서 그 전투가 벌어졌다.)

접속대명사 (Conjunctive Pronouns)

접속대명사란 간접적의문의 뜻을 가지는 명사절을 이끌면서 동시에 접속사의 역할을 수행하는 대명사를 말한다.

① 접속대명사 who

I know **who** he is. (나는 그가 누구인지 안다.)

Who knows most says least. (많이 아는 사람이 제일 말을 적게 한다.) (속담: 벼이삭은 익을수록 고개를 숙인다.)

② 접속대명사 which

I wonder **which** is your dictionary. (나는 어느것이 당신의 사전인지 모르겠다.)

Here are three books. Choose **which** you like best. (책이 3권 있다.

어느것이나 마음에 드는것을 가지시오.)

③ 접속대명사 what

I will ask **what** he means. (나는 그가 한 말이 무슨 뜻인지 묻겠다.)

They heard **what** he said. (그들은 그가 말한것을 들었다.)

접속대명사에 '-ever'가 결합하여 강조의 뜻으로 쓰인다.

Whoever comes will be welcome. (오는 사람은 누구든지 환영받을것이다.)

Whoever else objects, I do not. (다른 누가 반대하더라도 나는 반대하지 않는다.)

Please take **whichever** suits you best. (어느것이든 가장 알맞는것을 가지시오.)

Whichever side wins, I shall be satisfied. (어느쪽이 이기든 만족하다.)

Do **whatever** you like. (무엇이든지 하고싶은 일을 해라.)

Whatever happens I will go. (어떤 일이 있어도 나는 가겠다.)

접속부사 (Conjunctive Adverbs)

접속부사는 문장에서 접속사적기능과 부사적기능을 동시에 수행하는 부사이다. 접속부사는 의문부사, 관계부사와 형태가 같으며 선행사를 가지지 않는것으로 하여 관계부사와 구별된다. 접속부사는 간접의문문에서 주로 쓰인다.

I asked him **where** he lived. (나는 그가 어디서 사는가고 물었다.)

I don't know **when** he will come back. (나는 그가 언제 돌아오겠는지 모른다.)

접속부사앞에 오는 전치사를 생략할수도 있다.

It all depends (on) **how** you do it. (그것은 전적으로 동무가 그것을 어떻게 하는가에 달려있다.)

I am ignorant (of) **why** he did it so. (나는 왜 그가 그것을 그렇게 하였는지 모른다.)

접속부사가 이끄는 절을 미정사구로 나타낼수 있다.

I know **when** to speak and when to be silent. (나는 말해야 할 때와 침묵을 지켜야 할 때를 안다.)

How to do it is not a difficult question. (우리가 어떻게 그것을 해야

하는가는 힘든 문제가 아니다.)

접속부사에 '-ever'가 결합하여 강조의 뜻으로 쓰인다. 이와 같은것은 상황어절에서 주로 쓰인다.

Sit **wherever** you like. (동무가 마음드는 곳이면 어디에라도 앉으시오.)

However we do it, the result is the same. (아무리 해도 결과는 매한가지이다.)

I'll see you, **whenever** you like to come. (오고싶을 때면 언제든지 당신을 만나겠습니다.)

Enough 와 too

Enough는 형용사 또는 부사뒤에서 쓰인다.

I can't run very far. I'm not fit **enough**.

Let's go. We've waited long **enough**.

Too는 형용사 또는 부사앞에서 쓰인다.

This is **too** heavy.

He speaks **too** quickly.

Too와 not … enough를 비교하여보자.

You never stop working. You work **too** hard. (필요한것보다 더 한다는것)

You're lazy. You don't work hard **enough**. (필요한것보다 못한다는것)

Enough와 too는 for somebody / something과 함께 쓰일수 있다.

We haven't got **enough** time for the work.

Is Joe experienced **enough** for the job?

This shirt is **too** big for me. I need a smaller size.

미정사가 enough나 too와 함께 쓰이면 결과상황어가 된다.

He is tall **enough** to touch it. (그는 키가 커서 그것을 다칠수 있다.)

He is old **enough** to go to school. (그는 나이가 되여서 학교에 갈수 있다.)

You're **too** young to do such a thing. (너는 너무 어려서 그런 일을 하지 못한다.)

The box is **too** heavy to carry. (그 통은 너무 무거워서 나를수 없다.)

명사의 복수형만들기

명사의 복수형은 덧붙이수법과 소리바꿈수법에 의하여 만들어진다.

△ 덧붙이를 붙여 복수형을 만드는 법

복수를 만드는 덧붙이로서는 뒤붙이 '-(e)s, -en, -s'의 세가지가 있다.

① '-(e)s'에 의한 복수조성

map – maps　　book – books　　tent – tents　　pen – pens

· '-s, -ss, -ch, -tch, -sh, -x'로 끝나는 명사를 복수로 만들 때에는 '-es'를 덧붙이며 [ɪz]로 발음한다.

bus – bus**es**　　bench – bench**es**　　dish – dish**es**　　box - box**es**

· 유성자음이나 모음으로 끝나는 명사를 복수로 만들 때에는 '-s'를 덧붙이며 [z]로 발음한다.

rooms [ru:mz]　　hands [hændz]　　bees [bi:z]　　cars [kɑ:z]

· '-y'로 끝나고 그앞에 자음이 오면 '-y'를 'i'로 고치고 '-es'를 덧붙인다.

baby – bab**ies**　　study – stud**ies**

그러나 '-y'앞에 모음이 오면 '-y'를 'i'로 고치지 않는다.

boy – boy**s**　　play – play**s**

· '-o'로 끝나는 명사에는 '-s / -es'를 붙인다.

'-s'를 붙이는 경우

solo – solo**s**　　video – video**s**　　kangaroo – kangaroo**s**

piano – piano**s**

'-es'를 붙이는 경우

tomato – tomato**es**　　potato – potato**es**　　hero – hero**es**

echo – echo**es**

'-s' 또는 '-es' 를 붙이는 경우

zero – zero**(e)s**　　volcano – volcano**(e)s**　　buffalo – buffalo**(e)s**

· '-f'로 끝나는 명사는 'f'를 'v'로 바꾸고 '-(e)s'를 덧붙인다.

calf – cal**ves**　　knife – kni**ves**　　leaf – lea**ves**　　self – sel**ves**

② '-s'에 의한 복수조성

수자, 기호 및 략자가 명사로 될 때 그의 복수형은 '-s'를 붙이고 [z]로 발음한다.

s'**s** (s들)　　MP'**s** (MP들)　　8'**s** (8들)　　→'**s** (→ 들)

③ '-en'에 의한 복수조성

child – childr**en**　ox – ox**en**

△ 소리바꿈법에 의하여 복수형을 만드는 법

① 모음을 바꾸어 복수형을 만든다.

man – m**e**n　woman – wom**e**n　goose – g**ee**se　tooth – t**ee**th

② 자음과 모음을 바꾸어 복수형을 만든다.

mouse – m**ice**　louse – l**ice**

병렬접속사 (Coordinate Conjunctions)

병렬접속사는 단어와 구, 절을 련결하는 기능을 수행하는 접속사이다.

병렬접속사는 의미와 기능에 따라 련결접속사, 선택접속사, 반의접속사로 분류할수 있다.

△ 련결접속사

련결접속사에는 and, both ... and ..., as well as, not only ... but also 등이 속한다.

① and (단어, 구, 절을 련결한다.)

You **and** I are satisfied with the result. (동무도 나도 그 결과에 만족이다.)

It rains **and** rains. (비가 계속 온다.)

② both … and … (…도 …도)

This book is **both** interesting **and** instructive. (이 책은 재미도 있고 교양적가치도 있다.)

③ as well as… (…도 역시)

He **as well as** you is right. (너는 물론 그도 역시 옳다.)

④ not only … but also… (…뿐만아니라 … 도)

A book is **not only** a silent teacher, **but also** an eternal fellow traveller. (책은 말없는 스승일뿐아니라 영원한 길동무이다.)

△ 선택접속사

선택접속사에는 or, either … or …, neither … nor … 등이 속한다.

① or (둘 가운데서 하나를 선택한다는 뜻을 나타낸다.)

Will you take tea **or** coffee? (차를 드시겠습니까, 커피를 드시겠습니까?)

② either … or … (둘 가운데서 하나의 뜻을 강조하기 위해 쓰인다.)

You may have **either** an apple **or** a pear. (동무는 사과나 배 가운데서 어느것을 들어도 좋다.)

③ neither … nor… (두 대상을 다 부정하는 경우에 쓰인다.)

Neither he **nor** I am in the wrong. (그 동무나 나나 잘못하지 않았다.)

△ 반의접속사

여기에는 but, yet, however, while, whereas 등이 속한다.

① but (보통 반대, 대조 등을 나타낸다.)

He is young, **but** (he is) bold. (그는 나이가 어리지만 대담하다.)

② yet

That may please you, **yet** you cannot take. (그것이 동무의 마음에 들어도 여전히 가질수 없다.)

③ however (but와 뜻이 같으나 문장안에서 반점으로 고립되는 경우가 많다.)

I can not, **however**, approve of your design. (그러나 나는 동무의 계획을 찬성할수 없다.)

④ while, whereas

I learn English, **while** my sister learns French. (나는 영어를 배우지만 나의 누이동생은 프랑스어를 배운다.)

I like playing the guitar, **whereas** you like singing. (나는 기타타기를 좋아하지만 동무는 노래부르기를 좋아한다.)

종속접속사 (Subordinate Conjunctions)

종속접속사는 주어절과 종속절을 련결시키는 접속사이다.

△ 주어절을 이끄는 접속사

That we shall succeed is sure. (우리가 성공하리라는것은 확실하다.)

Whether Juche is established **or** not is a vital question of our nation. (주체를 세우는가 못세우는가 하는것은 우리 민족에게 있어서 사활적인 문제이다.)

△ 술사절을 이끄는 접속사

I feel **as if** my head were burning. (나는 머리가 터지는것만 같다.)

The trouble is **that** he differs from you. (곤난한것은 그가 동무와 의견을 달리하는것이다.)

△ 보어절을 이끄는 접속사

I will ask him **whether** he will come **or** not. (나는 그가 오겠는지 안 오겠는지 물어보겠다.)

He told me **that** he solved the problem. (그는 그 문제를 풀었다고 말했다.)

△ 상황어절을 이끄는 접속사

① 시간을 나타내는 상황어절을 이끄는 접속사

· when (… 할 때)

It was raining **when** we started. (우리가 떠나자 비가 오고있었다.)

· while (… 동안에)

Make hay **while** the sun shines. (해가 날 때 건초를 말리우자.) (속담: 때를 놓치지 말라.)

· as (…하면서, …따라서, …하는 동안)

He smiled **as** he spoke. (그는 말하면서 웃었다.)

As time passed, her fears gradually died away. (시간이 감에 따라 그 녀자의 공포심은 점차 사라졌다.)

· as soon as (…하자마자)

Harry was unemployed **as soon as** he graduated. (해리는 졸업하자마자 실업당했다.)

· before (…전에)

The train left **before** I arrived. (기차는 내가 도착하기 전에 떠났다.)

· after (…후에)

The day was very beautiful **after** I came here. (내가 여기에 온 다음날은 날씨가 매우 좋았다.)

· till과 until (둘 다 거의 같은 뜻으로 쓰인다.)

Let's wait **till(until)** the rain stops. (비가 멎을 때까지 여기서 기다립시다.)

· since (…한 이래에, …한 후로부터)

It was ten years **since** he had left. (그가 떠난후로부터 10년이 지났다.)

② 장소를 나타내는 상황어절을 이끄는 접속사

· where (= at the place at which)

Remain **where** you are.（있는 곳에 그대로 있으라.）

· wherever (= at any place at which)

Wherever you are, do your best.（어디에 가있던지 최선을 다하라.）

③ 원인 또는 리유를 나타내는 상황어절을 이끄는 접속사

· because (why에 대한 대답이나 결과에 대한 필연적인 원인을 말할 때 쓰인다.）

Why were you absent yesterday? **Because** I was ill.（왜 어제 결석하였습니까? 앓아서 결석하였습니다.）

· as（리유가 명백히 알려진것에 쓰이며 문장의 앞머리에 쓰인다.）

As he is ill, he will not come.（그는 앓으므로 오지 않는다.）

· since（리유가 알려져있는 자연적인것, 응당한것에 쓰이며 항상 문장의 앞에 온다.）

Since you say so, I must believe it.（동무가 그렇게 말한 이상 나는 그것을 믿어야지.）

· now (that) (=since)

Now (that) you have come, we can start our work.（네가 왔으니 우리는 일을 시작할수 있다.）

· seeing that (= since)

Seeing that he is a mere child, it is not safe to let him go there alone.（그가 어린애에 지나지 않으니 거기로 혼자 가게 하는것은 안전하지 못하다.）

④ 결과를 나타내는 상황어절을 이끄는 접속사

· so + adjective / adverb + that

He was **so** diligent **that** he was loved by us.（그는 부지런하여 모든 사람들의 사랑을 받았다.）

· so that

A great storm arose, **so that** the ships were wrecked.（큰 폭풍이 일어나 그 배들은 다 부서졌다.）

· such + noun + that

He is **such** a diligent man **that** everybody loves him.（그는 매우 부지

런한 사람이여서 누구나 그를 사랑한다.)

⑤ 목적을 나타내는 상황어절을 이끄는 접속사

이 접속사가 이끄는 절에는 조동사 may, can 등이 온다.

· that (글체)

He worked hard **that** he might succeed. (그는 성공하기 위하여 열심히 일했다.)

· so that that보다 목적의 뜻이 강하다.

He works so hard **that** he may overfulfil his plan. (그는 계획을 넘쳐 수행하기 위하여 열심히 일한다.)

· in order that

He studied hard **in order that** he could enter the university. (그는 종합대학에 입학하기 위하여 열심히 공부하였다.)

· lest ... should (…하지 않기 위하여)

Work hard **lest** you **should** fail. (락제하지 않도록 열심히 공부하라.)

⑥ 조건을 나타내는 상황어절을 이끄는 접속사

· if

If I do not understand what he says, I always ask him. (나는 그의 말이 리해되지 않으면 늘 그에게 묻는다.)

· unless (= if ... not)

I will not go **unless** you go. (동무가 가지 않으면 나도 가지 않겠다.)

· in case

Hurry along **in case** you should get a good seat. (좋은 자리를 잡겠으면 빨리 서두르라.)

· so long as (= if only)

You won’t fall **so long as** you hold on tight. (꽉 붙잡고만 있으면 넘어지지 않는다.)

· once (= if once)

Once you hesitate, you are lost. (한번 주저하면 실패다.)

⑦ 양보상황어절을 이끄는 접속사

· though

Though it was late, we decided to set out. (늦었지만 우리는 출발하

기로 결정했다.)

· although (though와 같지만 보다 강한 뜻을 나타낸다.)

Although it rained a lot, we continued our march.
(비가 많이 왔지만 우리는 행군을 계속하였다.)

Although와 though는 접속사이므로 이것들 다음에는 절(주어 + 술어)이 오지만 같은 양보의 뜻을 가지는 in spite of와 despite는 전치사이므로 이것들 다음에는 명사 또는 명사와 같은 기능을 수행하는 단어들이 온다.

In spite of the rain, we enjoyed our holiday.
(비가 왔지만 우리는 명절을 즐겁게 보냈다.)

Dick didn't get the job **in spite of** having the necessary qualifications.
(디크는 필요한 자격증들이 있었지만 일자리를 얻지 못했다.)

Despite the bad traffic we arrived on time.
(교통이 나쁘지만 우리는 제시간에 도착하였다.)

입말에서는 though를 때때로 문장끝에 쓰기도 한다.

The house isn't very nice. I like the garden **though**.
(집은 아주 훌륭하지 못하지만 나는 정원을 좋아한다.)

I see them every day, I've never spoken to them **though**.
(나는 그들을 매일 만나지만 그들에게 말을 해본적이 없다.)

· as

Angry **as** he was, he patiently persuaded them.
(그는 성이 났지만 인내성있게 그들을 설복하였다.)

· whether ... or (not)

You must do it **whether** you will **or** not. (동무는 좋든 싫든 그것을 해야 한다.)

⑧ 비교를 나타내는 상황어절을 이끄는 접속사

· as … so

As three is to five, **so** is six to ten. (3과 5의 비률은 6과 10의 비률과 같다.)

· as … as

The child is **as** lovely **as** a doll. (그 애는 인형처럼 예쁘다.)

· not so … as

It is **not so** good **as** that. (그것은 저것처럼 그렇게 좋지 못하다.)

· than

You are taller **than** he is. (동무는 그보다 키가 더 크다.)

동격접속사 (Appositive Conjunction) that

동격접속사 that는 관계대명사 that와 마찬가지로 규정어절을 이끌며 규정받는 단어인 선행사를 가진다.

그러나 관계대명사는 규정어절에서 문장성분이 되지만 동격접속사는 규정어절에서 문장성분이 되지 못한다.

① The letter **that** came this morning.

② The fact **that** the delegation came this morning.

①에서 that는 관계대명사이므로 규정어절에서 주어로 된다. 그러나 ②에서 that는 동격접속사이므로 규정어절에서 그 어떤 문장성분도 되지 못한다. 동격접속사가 이끄는 규정어절의 선행사는 항상 추상명사로 된다. 동격규정어절은 추상명사인 선행사를 동격적으로 설명해준다.

선행사로 쓰이는 추상명사들은 다음과 같다.

idea, fact, belief, doubt, hope, possibility, news, thought, question, order, truth, conviction, supposition 등등.

We know the fact **that** he is a capable engineer. (우리는 그가 능력있는 기사이라는 사실을 안다.)

The question **that** they should be sent is under discussion. (그들을 보내는 문제는 토의중에 있다.)

We have the conviction **that** Comrade Sim will carry out the task without fail. (우리는 심동무가 그 과업을 반드시 수행하리라는 확신을 가지고있다.)

‘-ing’ 절 (‘-ing’ Clauses)

‘-ing’ 절은 어떤 사람이나 장소, 물건을 해설할 때 리용할수 있다.

The boy **sitting** next to me is called Nam Su.

The bus **standing** at the bus stop leaves in five minutes.

‘-ing’ 절은 일반적으로 관계사절과 같이 규정어의 기능을 수행한다.

The boy **sitting** next to me ... = The boy who is sitting next to me ...

The bus **standing** at the bus stop ... = The bus that is standing at the bus stop ...

앞붙이와 뒤붙이들 (Prefixes and Suffixes)

단어에 일정한 앞붙이 또는 뒤붙이를 붙여 새로운 단어를 만들수 있다.

실례로 동사 depend에 뒤붙이 -ence를 붙여 명사: dependence를 만들며 앞붙이 in-을 붙여 명사 independence를 만든다.

앞붙이와 뒤붙이들을 잘 알면 새 단어들을 리해하는데서와 많은 단어들을 기억하는데 도움이 된다.

다음표에 가장 많이 쓰이는 앞붙이와 뒤붙이를 준다.

앞붙이	뒤에 오는 품사	만들어지는 품사	의미	실례
un-	동사	동사	reverse, opposite of	unlock, undo, unfold
	형용사	형용사	not	unusual, unfair, unhappy
in-	형용사	형용사	not	inefficient, indirect
im-	형용사	형용사	not	impossible, impatient
il-	형용사	형용사	not	illegal, illogic
ir-	형용사	형용사	not	irremovable, irregular
en-	명사/형용사	동사	put into / cause to be	enjoy, encase, enlarge, enable
em-	명사/형용사	동사	put in / cause to	embody, empower, embus
dis-	동사	동사	negative, opposite of	disappear, disagree
	형용사	형용사		disinterested, dishonest
	명사	명사		dishonour, disorder
over-	동사	동사	too much	overeat, overwork, overload
mis-	동사	동사	wrong(ly) bad(ly)	misunderstand, misguide, misprint
a-	동사	형용사	in the state, process of	asleep, ablaze, awake

뒤붙이	앞에 오는 품사	만들어지는 품사	의미	실례
-ment	동사	명사	result, means of	government, movement
-ion	동사	명사	action, condition of	liberation, introduction
-ation	동사	명사	action, condition of	combination, foundation
-sion	동사	명사	action, condition of	confusion, division
-ness	형용사	명사	quality, state,character	happiness, tightness, dryness
-ance	동사	명사	action, state of	guidance, appearance
-ence	동사	명사	action, state of	insistence, confidence
-al	동사	명사	process, state of	refusal, removal, arrival
	명사	형용사	of, concerning	colonial, natural, national
-ous	명사	형용사	full of	spacious, joyous, famous
-y	명사	형용사	having, full of	mighty, funny, salty
	동사	명사	action, process of	inquiry, expiry
-en	명사	동사	make, become	strengthen, threaten
	형용사	동사	make, become	darken, sharpen
	명사	형용사	made of	wooden, golden
-ize	형용사/명사	동사	become, make like	realize, revolutionize

뒤붙이	앞에 오는 품사	만들어지는 품사	의미	실례
-ify	형용사/명사	동사	make, become	simplify, intensify, glorify
-er	동사	명사	person /thing that does	worker, philosopher, teacher
-or	동사	명사	person /thing that does	actor, doctor, sailor
-ian	명사	명사	doer	musician, mathematician
-ist	명사	명사	doer	chemist, artist
-ly	형용사	부사	in the specified manner	suddenly, humbly, economically
	명사	형용사	having the qualities of	fatherly, motherly, cowardly
-ty	형용사	명사	quality of, condition of	security, cruelty, equality, safety
-less	명사	형용사	without	careless, defenceless, endless, harmless
-ful	명사	형용사	with	careful, successful, painful
-ible	동사	형용사	able to	convertible, flexible
-ive	명사	형용사	having that quality	expensive, excessive, effective
-ship	명사	명사	state of being, status, office	professorship, friendship, championship
-dom	형용사/명사	명사	condition, state of, domain	kingdom, freedom
-hood	형용사/명사	명사	state, condition of	childhood, boyhood, falsehood

Vocabulary

PART I

Unit 1

life span /laɪf spæn/ *n.* 수명
presume /prɪˈzju:m/ *v.* 추측하다, 가정하다
increase /ɪnˈkri:s/ *v.* (번식하여) 늘다, 증가하다 *n.* 증가, 증대
decrease /di:ˈkri:s/ *vt.* 줄이다, 축소하다, 감소하다
explosion /ɪksˈpləʊʒən/ *n.* 폭발
demographer /di:ˈmɒgrəfə/ *n.* 인구통계학자
income /ˈɪnkʌm/ *n.* 수입, 소득
genetically /dʒɪˈnetɪkəli/ *ad.* 유전학적으로
overcrowd /ˌəʊvəˈkraʊd/ *v.* 인구가 과잉되다; 초만원을 이루다
expectancy /ɪksˈpektənsi/ *n.* 기대, 기대하는 물건; 예상, 예측
 life expectancy 평균수명
survive /səˈvaɪv/ *v.* 오래 살다, 살아남다
generation /ˌdʒenəˈreɪʃən/ *n.* 세대, 자손; 시대 (=age)
encourage /ɪnˈkʌrɪdʒ/ *v.* 고무하다, 장려하다, 자극하다
 encourage sb. to do …를 …하도록 고무하다
lonely /ˈləʊnli/ *a.* 고독한, 쓸쓸한, 외로운
alien /ˈeɪljən/ *n.* 외국인; 다른 행성사람, 우주인
outskirt /ˈaʊtˌskɜ:t/ *n.* (도시 등의) 변두리, 교외
improbable /ɪmˈprɒbəbl/ *a.* 있지도 않은, 같지 않은
retire /rɪˈtaɪə/ *v.* 은퇴하다, 물러가다
retirement /rɪˈtaɪəmənt/ *n.* 은퇴, 퇴직, 제대
distribution /dɪstrɪˈbju:ʃən/ *n.* 분배, 배급
disastrous /dɪˈzɑ:strəs/ *a.* 재난의, 비참한
dramatic /drəˈmætɪk/ *a.* 극의, 희곡의
dramatically /drəˈmætɪkəli/ *ad.* 극적으로; 훌륭하게
dentist /ˈdentɪst/ *n.* 치과의사
imagination [ɪˌmædʒɪˈneɪʃən] *n.* 상상, 상상력

Unit 2

desert /dɪˈzɜ:t/ *n.* 사막, 황야
dam /dæ(:)m/ *n.* 제방, 뚝, 언제
generate /ˈdʒenəreɪt/ *v.* (새로운 기체를) 낳다, 산출하다; (전기・열 등을) 생기게 하다
campaign /kæmˈpeɪn/ *n.* (사회적 및 정치적목적으로, 조직적으로 하는) 운동, 깜빠니아
desalination /ˌdi:sælɪˈneɪʃən/ *n.* (바다물 등을 먹는 물로 만들기 위한) 소금기의 제거; 민물화
 desalination plant 소금정제공장
irrigate /ˈɪrɪˌgeɪt/ *v.* (땅에) 물을 대다, 관개하다

generate /ˈdʒenəˌreɪt/ *v.* (전기를) 생기게 하다, 발생하다, 일으키다

hydroelectricity /ˌhaɪdrə(ʊ)ɪlektrɪˈsɪti/ *n.* 수력전기

reservoir /ˈrezəvˌwɑ:/ *n.* 저수지, 저장고

pollution /pəˈlu:ʃən/ *n.* 오염, 더럽힘

multinational /ˌmʌltɪˈnæʃənl/ *a.* 다국적인
  multinational company 다국적회사

quantity /ˈkwɒntəti/ *n.* 량, 수량; 음량

enormous /ɪˈnɔ:məs/ *a.* 거대한, 막대한
  enormous quantity of water 굉장한 량의 물

cash /kæ(:)ʃ/ *a.* 현금을 필요로 하는
  cash crop (목화, 담배 등의) 현금수입을 위한 농작물; 시장용작물, 판매작물

habitat /ˈhæbɪˌtæt/ *n.* (동식물의) 산지, 서식지, 사는 환경; 거주지

wizard /ˈwɪzəd/ *n.* 명수, 전문가

waster /ˈweɪstə/ *n.* 소비자, 랑비자; 파괴자

rinse /rɪns/ *v.* (입을) 가시다, 헹구다

mouth /maʊθ/ *n.* 입, 말 *v.* 과장하여 말하다; 입에 넣다, 먹다
  rinse one's mouth 입가심하다

canoe /kəˈnʊ/ *n.* 매생이, 통나무배; 카누

peel /pi:l/ *v.* (과일・나무 등의) 껍질을 벗기다

consumption /kənˈsʌmpʃən/ *n.* 소비, 소비량

flush /flʌʃ/ *v.* 물이 왈칵 흘러나오다, 물에 잠기다

fantastic /fænˈtæstɪk/ *a.* 공상적인, 환상적인

Unit 3

Ireland /ˈaɪələnd/ *n.* 아일랜드
  the Republic of Ireland 아일랜드공화국

Irish /ˈaɪ(ə)rɪʃ/ *a.* 아일랜드의, 아일랜드사람의 *n.* 아일랜드사람

emerald /ˈem(ə)rəld/ *n.* 록보석, 에메랄드, 취옥, 비취석, 비취색
  Emerald Isle 에메랄드섬

aggressive /əˈgresɪv/ *a.* 침략적인; 정력적인

ancestor /ˈænsestə/ *n.* 선조, 조상

Protestant /ˈprɒtɪstənt/ *n.* 《그리스도교》 프로테스탄트교도

famine /ˈfæmɪn/ *n.* 기근, 굶주림

majority /məˈdʒɒrɪti/ *n.* 대다수, 과반수

Scottish /ˈskɒtɪʃ/ *a.* 스코틀랜드의, 스코틀랜드말의, 스코틀랜드사람의 *n.* 스코틀랜드사람, 스코틀랜드어

eventually /ɪˈventʃʊəli/ *ad.* 결국, 드디여, 마침내

warm-hearted /ˈwɔ:m ˈhɑ:tɪd/ *a.* 인정미 있는, 마음씨가 고운

playwright /ˈpleɪˌraɪt/ *n.* 극작가, 각본작가, 각색자

Greece /gri:s/ *n.* 그리스

Greek /gri:k/ *n.* 그리스사람, 그리스어 *a.* 그리스사람의, 그리스어의

harp /hɑ:p/ *n.* 《음악》 하프 *v.* 하프를 타다

fiddle /ˈfɪdl/ *n.* 바이올린; 바이올린류의 현악기

whistle /ˈwɪsl/ *n.* 휘파람; 피리

bagpipe /ˈbæ(:)gpaɪp/ *n.* (가죽주머니로 만든) 퉁소의 한가지
bubble /ˈbʌbl/ *n.* 거품, 기포
layout /ˈleɪˌaʊt/ *n.* (신문, 잡지의) 지면 배정, 편성; 설계도, 배치
waltz /wɔ:ls/ *v.* (축구에서 상대방을 성나게 하며) 재빨리 확신적으로 움직이다; 왈츠춤을 추다 *n.* 왈츠
tango /ˈtæŋgəʊ/ *n.* 탕고 *v.* 탕고춤을 추다
salsa /ˈsɔ:lsə/ *n.* 라틴아메리카에서 기원된 류행음악 *v.* 쏠써음악에 맞추어 춤을 추다
score /skɔ:/ *v.* 득점하다, 꼴을 넣다 *n.* 득점, 꼴넣기
penalty /ˈpenlti/ *n.* 형벌, 반칙의 벌; 벌금
rock /rɒk/ *v.* 흔들다, 비틀거리다
roll /rəʊl/ *v.* 굴러가다, 돌다
footwork /ˈfu:twɔ:k/ *n.* 《경기》(정구, 권투 등의) 발놀림
slip /slɪp/ *v.* 미끄러지다
goalkeeper /ˈgəʊlki:pə/ *n.* (축구・호케이의) 문지기
pitch /pɪʧ/ *n.* 던지기, 공던지기 *vt.* 던지다, 던져올리다
dice /daɪs/ *n.* 주사위; 립방체
counter /ˈkaʊntə/ *n.* (윷놀이, 장기 등에서) 말, 점수를 세는것
hip-hop /ˈhɪphɒp/ *v.* 껑충껑충 뛰다

Unit 4

diagonally /daɪˈægənəli/ *ad.* 대각선으로, 경사지게
shortage /ˈʃɔ:tɪʤ/ *n.* 부족, 결핍
glacier /ˈglæsjə/ *n.* 빙하
iceberg /ˈaɪsbɜ:g/ *n.* 얼음산
cardboard /ˈkɑ:dbɔ:d/ *n.* 판지, 두꺼운 종이, 마분지
reaction /ri(:)ˈækʃən/ *n.* 반응, 반작용; 감상
reactionary /ri(:)ˈækʃ(ə)nəri/ *a.* 반동적인; 반작용의
commercial /kəˈmɜ:ʃəl/ *a.* 상업의, 무역의
vegetarian /ˌvedʒɪˈteərɪən/ *n.* 채식주의자
bake /beɪk/ *vt.* (빵, 과자 등을) 굽다, 구워지다
conflict /ˈkɒnflɪkt/ *n.* 충돌, 투쟁
deforest /ˌdi:ˈfɒrɪst/ *v.* 산림에서 나무를 베여 없애다, 산림을 채벌하다, (산림지대를) 개척하다
deforestation /ˌdi:ˌfɔrɪˈsteɪʃən/ *n.* 산림채벌; 산림개척
irrigation /ˌɪrɪˈgeɪʃən/ *n.* 관개

Unit 5

relax /rɪˈlæks/ *v.* 마음을 늦추다, 긴장성을 풀다
relaxed /rɪˈlæksd/ *a.* 휴식하는, 무사태평한
relaxation /ˌri:lækˈseɪʃən/ *n.* 휴식, 오락 (긴장, 정신 등의) 완화
cure /kjʊə/ *v.* 치료하다, 고치다
minor /ˈmaɪnə/ *a.* 작은 편의, 보다 적은, 사소한
experiment /ɪkˈsperɪmənt/ *n.* 실험
approximately /əˈprɒksɪmeɪtli/ *ad.* 거의, 대체로, 약
rate /reɪt/ *n.* 비률; 속도

the heart rate 심장박동수, 맥박수
volunteer /ˌvɒlənˈtɪə/ *n.* 지원자, 지원병
yawn /jɔ:n/ *v.* 하품하다
enthusiastic /ɪnˌθju:zɪˈæstɪk/ *a.* 열렬한, 열광적인, 광신적인
astronaut /ˈæstrɒˌnɔ:t/ *n.* 우주비행사; 우주려행자
nap /næp/ *n.* 낮잠, 쪽잠
concentrate /ˈkɒnsənˌtreɪt/ *vt.* (주의 등을) 집중하다, 집중시키다
carry out 수행하다, 완성하다
exhaust /ɪgˈzɔ:st/ *v.* 몸을 극도로 지치게 하다
inflexible /ɪnˈfleksəbl/ *a.* 굽히지 않는, 불변의
irritable /ˈɪrɪtəbl/ *a.* 화를 잘 내는, 성급한
oxygen /ˈɒksɪdʒən/ *n.* 산소
series /ˈsɪəri:z/ *n.* 련속, 련속물

Unit 6

creative /kri:ˈeɪtɪv/ *a.* 창조적인
creativity /kˌri:eɪˈtɪvɪti/ *n.* 창발성, 창조성
risk /rɪsk/ *n.* 위험, 모험
take a risk of ... …의 위험을 무릅쓰다
challenge /ˈʧælɪndʒ/ *n.* 도전, 설명의 요구
fragile /ˈfrædʒaɪl/ *a.* 부스러지기 쉬운, 깨여지기 쉬운
expensive /ɪksˈpensɪv/ *a.* 비싼
career /kəˈrɪə/ *n.* 경력; 출세, 성공
journalism /ˈdʒɜ:nəˌlɪzm/ *n.* 신문잡지편집; 신문잡지식의 문체
vertically /ˈvɜ:tɪkəli/ *ad.* 수직으로
horizontally /həˈraɪzntli/ *ad.* 수평으로
originality /əˌrɪdʒɪˈnæləti/ *n.* 독창력
doodle /ˈdu:dl/ *n.* 락서
disabled /dɪˈseɪbld/ *a.* 불구자로 된
vinalon /ˈvɪnəlɒn/ *n.* 비날론
fibre /ˈfaɪbə/ *n.* 섬유
polyvinyl alcohol 폴리비닐알콜
bloom /blu:m/ *n.* 꽃; 한창 꽃필 때
bosom /ˈbʊzəm/ *n.* 품, 가슴
embrace /ɪmˈbreɪs/ *vt.* 껴안다, 포옹하다
achievement /əˈʧi:vmənt/ *n.* 성과, 성취, 업적
large-scale /lɑ:dʒˈskeɪl/ *a.* 대규모의
limestone /ˈlaɪmstəʊn/ *n.* 석회석
independence /ˌɪndɪˈpendəns/ *n.* 자주성; 자주, 독립
independent /ˌɪndɪˈpendənt/ *a.* 자립적인, 자주적인
anthracite /ˈænθrəsaɪt/ *n.* 무연탄
abundant /əˈbʌndənt/ *a.* 풍부한, 많은
crown /kraʊn/ *vt.* 영예를 지니게 하다, 왕관을 씌우다
geneticist /dʒɪˈnetɪsɪst/ *n.* 유전학자
genetics /dʒɪˈnetɪks/ *n.* 유전학
sericultural /ˌserɪˈkʌlʧ(ə)rəl/ *a.* 누에치기의, 양잠의, 잠업의
sericulture /ˈserɪˌkʌlʧə/ *n.* 누에치기, 양잠, 잠업
high-yielding /ˈhaɪji:ldɪŋ/ *a.* 소출이 높은, 생산성이 높은
variety /vəˈraɪəti/ *n.* 품종, 종류; 다양성
silkworm /ˈsɪlkˌwɜ:m/ *n.* 누에
suitable /ˈs(j)u:təbl/ *a.* 알맞는, 적합한
contribute /kənˈtrɪbju:t/ (to) *v.* (…에) 기여하다

contribution /ˌkɒntrɪˈbjuːʃən/ *n.* 기여, 공헌, 기부

raise /reɪz/ *vt.* (집짐승을) 기르다, 재배하다; 올리다

breed /bri:d/ *vt.* 번식시키다, 사육하다, 양육하다

mulberry /ˈmʌlb(ə)ri/ *n.* 뽕나무, 오디

tussah /ˈtʌsə/ *n.* 작잠나비; 작잠명주실

castor /ˈkɑ:stə/ *n.* 아주까리, 피마주

deputy /ˈdepjʊti/ *n.* 대의원, 국회의원

the Supreme People's Assembly 최고인민회의

Labour Hero 로력영웅

award /əˈwɔ:d/ *vt.* (상품을) 주다, 수여하다

degree /dɪˈgri:/ *n.* 학위, 칭호; 정도

academician /əˌkædəˈmɪʃən/ *n.* 과학원 원사

title /ˈtaɪtl/ *n.* 학직, 칭호; 제목

prize /praɪz/ *n.* 상, 당첨, 상품; 칭찬

discover /dɪsˈkʌvə/ *v.* 발견하다

ray /reɪ/ *n.* 빛, 광선

cathode /ˈkæθəʊd/ *n.* 음극

investigate /ɪnˈvestɪˌgeɪt/ *v.* 연구하다, 조사하다

radiation /ˌreɪdɪˈeɪʃən/ *n.* 방사, 방사선

heredity /hɪˈredəti/ *n.* 유전; 상속

gravity /ˈgrævəti/ *n.* 중력, 지구인력

visual /ˈvɪzjʊəl/ *a.* 보는, 시각의

sew /səʊ/ *v.* 바느질을 하다, 재봉하다
sewing machine 재봉기

congestion /kənˈdʒestʃən/ *n.* 혼잡

microsurgery /ˈmaɪkrə(ʊ)ˌsɜ:dʒ(ə)ri/ *n.* 현미외과 (현미경하에서 레이자광선, 현미조작기 등을 써서 하는 수술)

Unit 7

New Zealand /nju:ˈzɪ:lənd/ 뉴질랜드《나라이름》

European /ˌjʊərəˈpi:ən/ *a.* 유럽의 *n.* 유럽사람

seasonal /ˈsi:z(ə)nl/ *a.* 계절의, 계절에 따르는

Maori /ˈmaʊri/ *n.* 마오리사람《뉴질랜드의 원주민》, 마오리말

tribal /ˈtraɪbəl/ *a.* 부족의, 종족의

mountainous /ˈmaʊntɪnəs/ *a.* 산악지방의, 산이 많은

repetitive /rɪˈpetɪtɪv/ *a.* 《드문말》되풀이하는, 반복의

taboo /təˈbu:/ *n.* 타부《폴리네시아사람 또는 남방원주민들사이에서 신성한 것, 부정한것들에 접촉하거나 말하는것을 금하는 풍습》, 금기, 금기하는 말

mana /ˈmɑ:nə/ *n.* (우주의) 초자연적이며 신비적인 힘; 위세, 권위

equator /ɪˈkweɪtə/ *n.* 적도

occasion /əˈkeɪʒən/ *n.* 경우, 때

wedding /ˈwedɪŋ/ *n.* 결혼식

Icelandic /aɪˈslændɪk/ *a.* 이슬란드의 *n.* 이슬란드어

Spanish /ˈspænɪʃ/ *a.* 에스빠냐어(사람)의 *n.* 에스빠냐어(사람)

Unit 8

librarian /laɪˈbrərɪən/ *n.* 사서, 도서관원

studio /ˈstju:dɪˌəʊ/ *n.* 작업실, 기술실; 촬영실

sculptor /ˈskʌlptə/ *n.* 조각가

weaver /ˈwiːvə/ *n.* 직포공
potter /ˈpɒtə/ *n.* 도자기공
choreographer /ˌkɒrɪˈɒgrəfə/ *n.* 안무가, 발레편성가
graph /græ(:)f/ *n.* 그라프
graphic /ˈgræfɪk/ *a.* 그라프식의, 도식으로 나타내는; 그림의, 도해의

PART II

Unit 1

crazy /ˈkreɪzi/ *a.* (건물 등이) 흔들흔들하는, 미친
lean /liːn/ *vi.* 기울어지다
slant /slɑːnt/ *vi.* 기울어지다
rest /rest/ *vi.* 받쳐있다; 휴식하다
clay /kleɪ/ *n.* 진흙
straight /streɪt/ *a.* 곧은, 곧바른
foundation /faʊnˈdeɪʃən/ *n.* 기초, 토대
jack /dʒæk/ *n.* 《기계》 쟈끼
giant /ˈdʒaɪənt/ *a.* 거대한, 대형의
save /seɪv/ *vt.* 구원하다, 아끼다
refuse /rɪˈfuːz/ *vt.* 거절하다, 접수하지 않다.
danger /ˈdeɪndʒə/ *n.* 위험, 장애물
in danger 위험에 처하여, 위독하여

Unit 2

Konrad Lorenz /ˈkɒnrɑːd ˈlɔːrenz/ *n.* (사람이름) 콘라드 로렌즈
behave /bɪˈheɪv/ *vi.* 행동하다, 처신하다
belong /bɪˈlɒŋ/ *vi.* (소유물로서) 속하다, (…의) 소유이다
goose /guːs/ *n.* 게사니
gosling /ˈgɒzlɪŋ/ *n.* 게사니새끼
hatch /hætʃ/ *vi.* (알이) 깨다
suck /sʌk/ *vt.* 빨다
instinct /ˈɪnstɪŋ(k)t/ *n.* 본능, 타고난 천성
incubator /ˈɪnkjʊbeɪtə/ *n.* 부란기, 알깨우기
imprint /ɪmˈprɪnt/ *vt.* (도장 등을) 찍다; 기억에 남기다
duckling /ˈdʌklɪŋ/ *n.* 오리새끼
farmyard /ˈfɑːmjɑːd/ *n.* 농가의 마당; 농장의 구내
farmyard duck 집오리
quack /kwæk/ *n.* 꽥꽥 《오리우는 소리》 *vi.* 꽥꽥 울다
call /kɔːl/ *n.* (새의) 우는 소리
stallion /ˈstæljən/ *n.* 종자말
gander /ˈgændə/ *n.* 게사니의 수컷
drake /dreɪk/ *n.* 수오리
greet /griːt/ *vt.* …에 인사하다; 맞이하다

Unit 3

orbit /ˈɔːbɪt/ *n.* 《천문》 (천체의) 궤도
space /speɪs/ *n.* (지구의 대기권밖의) 우주; 공간 *vt.* …에 일정한 간격을 두다
escape /ɪˈskeɪp/ *vt.* 피하다, 벗어나다
panel /ˈpænl/ *n.* 판자; (천장, 벽 등의) 한 구획
unfold /ˌʌnˈfəʊld/ *vt.* 펼치다, 펴다
signal /ˈsɪgnəl/ *n.* 신호, 암호
weather /ˈweðə/ *n.* 날씨, 일기
hurricane /ˈhʌrɪkən/ *n.* 태풍; 폭발
witness /ˈwɪtnɪs/ *vt.* 목격하다, 보다
miraculous /mɪˈrækjʊləs/ *a.* 기적의, 기적적인

event /ɪˈvent/ *n.* 사변, 사건
rocket /ˈrɒkɪt/ *n.* 로케트
delivery /dɪˈlɪv(ə)ri/ *n.* 방출, 발사; 송달
vehicle /ˈvi:ɪkl/ *n.* 운반기구; 매개물
artificial /ˌɑ:tɪˈfɪʃəl/ *a.* 인공적인, 인조의
jump-off /ˈdʒʌmpɒf/ *n.* 개시; 출발점
roar /rɔ:/ *vi.* (자동차 등이) 큰소리를 내면서 지나가다; 으르렁거리다
sparkle /spɑ:kl/ *vi.* 불꽃을 날리다, 번쩍이다
multistage /ˈmʌltɪsteɪdʒ/ *a.* 다계단식의, 계단이 많은
launch /lɔ:ntʃ/ *vt.* 발사하다, 내보내다; 비행기를 날려보내다
domestic /də(ʊ)ˈmestɪk/ *a.* 국내의, 국내산의; 가정의
product /ˈprɒdʌkt/ *n.* 산물, 생산품
assemble /əˈsembl/ *vt.* (기계 등을) 조립하다; 모으다
go /gəʊ/ *n.* 성공, 진행; 사정
regulation /ˌregjʊˈleɪʃən/ *n.* 규정, 규칙; 조절
application /ˌæplɪˈkeɪʃən/ *n.* 응용, 사용, 적용

Unit 4

master /ˈmɑ:stə/ *n.* 명인; 대가, 우두머리, 주인
Swiss /swɪs/ *a.* 스위스의, 스위스산의
mighty /ˈmaɪti/ *a.* 거대한, 강대한
triangle /ˈtraɪæŋgl/ *n.*삼각형; 삼각형의 물건
climber /ˈclaɪmə/ *n.* 등산가, 기여오르는 사람

inch /ɪntʃ/ *vt.* 조금씩 움직이다
nightly /ˈnaɪtli/ *a.* 밤의, 매일 밤의
flare /fleə/ *n.* 불꽃신호; 활활 타는 불길
glow /gləʊ/ *vi.*빛을 내다, 반짝이다
give up 포기하다, 단념하다
chatter /ˈtʃætə/ *vi.* (사람이) 지껄이다
hammer /ˈhæmə/ *vt.* 망치로 두드리다; (못 등을) 박다
spike /spaɪk/ *n.* 끝이 뾰족한 큰 못
hammock /ˈhæmək/ *n.* 달아맨 그물침대
weary /ˈwɪəri/ *a.* 지친, 피로한
claw /klɔ:/ *vt.* (손톱, 발톱으로)긁다, 손톱으로 움켜쥐다
adventure /ədˈventʃə/ *n.* 모험, 희귀한 사건
mitten /ˈmɪtn/ *n.* 벙어리장갑
slit /slɪt/ *n.* (가느다란) 구멍, 짬, 틈
hook /hʊk/ *vi.* 갈구리에 걸리다
squeeze /skwi:z/ *vt.* 압착하다, 쥐여짜다
watcher /ˈwɒtʃə/ *n.* 지키는 사람, 망보는 사람
radio /ˈreɪdɪˌəʊ/ *vi.* 무선전신(전화)으로 보내다, 방송하다

Unit 5

average /ˈæv(ə)rɪdʒ/ *a.* 평균의, 보통의
intelligence /ɪnˈtelɪdʒəns/ *n.* 총명, 지력
top /tɒp/ *a.* 최고의, 맨 우의
necessarily /ˈnesəs(ə)rɪli/ *ad.* 반드시
committed /kəˈmɪtɪd/ *a.* 정해놓은, 약속이 된
set aside 따로 젖혀놓다

furthermore /ˈfɜ:ðəmɔ:/ *ad.* 더우기, 게다가

adequate /ˈædɪkwət/ *a.* 넉넉한, 적당한

distraction /dɪsˈtrækʃən/ *n.* 마음이 산란함, 어수선함, 주의가 산만함

concentrate /ˈkɒnsənˌtreɪt/ *vt.* (주의 등을) 집중하다 (on)

skim /skɪm/ *vt.* (책을) 대충 훑어읽다

passage /ˈpæsɪdʒ/ *n.* (인용문 등의) 한 구절; 통행

preview /pri:ˌvju:/ *vi.* 시사를 보이다 *n.* (영화의) 예고편

recognize /ˈrekəgˌnaɪz/ *vt.* 인식하다, 인정하다

skip /skɪp/ *vt.* 띄염띄염 읽다, 보지 않고 넘기다

portion /ˈpɔ:ʃən/ *n.* 일부, 구성부분

comprehension /ˌkɒmprɪˈhenʃən/ *n.* 리해; 리해력

confuse /kənˈfu:z/ *vt.* 혼동하다, 혼란시키다

meaningful /ˈmi:nɪŋfəl/ *a.* 의미심장한

performance /pəˈfɔ:məns/ *n.* 실행, 집행

excessively /ɪkˈsesɪvli/ *ad.* 지나치게, 과도하게

grade /greɪd/ *n.* 등급, 정도

technique /tekˈni:k/ *n.* (전문) 기술, 수법

Unit 6

reset /ri:ˈset/ *vt.* 다시 놓다, 고쳐놓다

simplify /ˈsɪmplɪˌfaɪ/ *vt.* 간단하게 하다, 간소화하다

zone /zəʊn/ *n.* 지대, 지역

meridian /məˈrɪdɪən/ *n.* 《지리, 천문》 자오선 *a.* 자오선의, 정오의

rotation /rə(ʊ)ˈteɪʃən/ *n.* 회전; 《천문》 (지구의) 자전

obviously /ˈɔbvɪəsli/ *ad.* 명백하게, 뚜렷하게

gradually /ˈgrædjʊəli/ *ad.* 차츰, 점차로; 서서히 내려

occur /əˈkɜ:/ *vi.* (일이) 생기다, 일어나다

prevent /prɪˈvent/ *vt.* 막다, 방해하다

leap year /ˈli:p ˌjɜ:/ 윤년

error /ˈerə/ *n.* 잘못, 오유, 틀림

eliminate /ɪˈlɪmɪˌneɪt/ *vt.* 덜어내다, 없애다

propose /prəˈpəʊz/ *vt.* 제기하다, 제의하다, 제출하다

universal /ˌju:nɪˈvɜ:səl/ *a.* 우주의; 보편적인, 전반적인, 만능인

economical /ˌi:kəˈnɒmɪkəl/ *a.* 경제적인

political /pəˈlɪtɪkəl/ *a.* 정치적인

complexity /kəmˈpleksəti/ *n.* 복잡함, 복잡성

grim /grɪm/ *a.* 랭혹한, 불길한, 무시무시한

prospect /ˈprɒspekt/ *n.* 전망, 대상

unique /ju:ˈni:k/ *a.* 하나밖에 없는, 유일한, 독특한

heir /eə/ *n.* 후계자, 계승자

cause /kɔ:z/ *n.* 위업; 원인

Unit 7

sadness /ˈsæ(:)dnɪs/ *n.* 슬픔

security /sɪˈkjʊərəti/ *n.* 안전, 무사

security forces 안전보장무력, 안전군
pride /praɪd/ *n.* 자랑, 긍지
shame /ʃeɪm/ *n.* 부끄러움, 수치
comfort /ˈkʌmfət/ *n.* 위안, 위로, 안락
discomfort /dɪsˈkʌmfət/ *n.* 불안, 불쾌
value /ˈvælju:/ *n.* 가치, 값
honor /ˈɒnə/ *n.* 영예, 명예, 체면 *vt.* 존경하다; 영예를 드리다
privilege /ˈprɪvɪlɪʤ/ *n.* 특권, 특전
relative /ˈrelətɪv/ *n.* 일가친척
party /ˈpɑ:ti/ *n.* (만찬회 등의) 사교회
gift /gɪft/ *n.* 선물
community /kəˈmju:nəti/ *n.* (지역적) 사회, 공동체
custom /ˈkʌstəm/ *n.* 풍습, 관계, 습관

Unit 8

universe /ˈju:nɪˌvɜ:s/ *n.*우주; 세계
Aristotle /ˈærɪˌstɒtl/ *n.* 아리스토텔레스《그리스의 철학자》
philosopher /fɪˈlɒsəfə/ *n.* 철학자
mind /maɪnd/ *n.* 마음, 정신; 지력
biologist /baɪˈɒləʤɪst/ *n.* 생물학자
complicated /ˈkɒmplɪˌkeɪtɪd/ *a.* 복잡한, 번잡한
reaction /ri(:)ˈækʃən/ n. 반응, 반작용; 감상
mathematician /ˌmæθ(ə)məˈtɪʃən/ *n.* 수학자
latest /ˈleɪtɪst/ *a.* 최근의, 최신의
weigh /weɪ/ *vi.* 무게가 나가다, 무게가 있다
recall /rɪˈkɔ:l/ *vt.* 생각해내다, 상기하다
mentally /ˈmentli/ *ad.* 정신적으로, 머리로
limit /ˈlɪmɪt/ *n.* 한계, 한도, 극한점
accept /əkˈsept/ *vt.* 받다, 접수하다, 받아들이다
potential /pəˈtenʃəl/ *n.* (= potentiality) 가능성; 잠재력
working /ˈwɜ:kɪŋ/ *n.* 작용; 활동

Unit 9

jobless /ˈʤɒblɪs/ *a.* 직업이 없는
capitol /ˈkæpɪtl/ *n.*《미》국회, 주의회, 의사당
jeweller /ˈʤu:ələ/ *n.* 보석상인; 보석품상점;《미》시계상점
scorn /skɔ:n/ *n.* 경멸, 비웃음, 랭소
impatient /ɪmˈpeɪʃənt/ *a.* 참을성없는, 조급하게 구는, 성급한
eagerly /ˈi:gəli/ *ad.* 열심히; 갈망하여
optical /ˈɒptɪkəl/ *a.* 광학의; 눈의, 시각의
Northerner /ˈnɔ:ðənə/ *n.* 북부지방사람
coloured /ˈkʌləd/ *a.* 흑인의; 유색의
algebra /ˈælʤɪbrə/ *n.* 대수학
thunder /ˈθʌndə/ *vi.* 큰 소리로 말하다; 우뢰치다
Yankee /ˈjæŋki/ *n.* 양키, 미국의 북부지방사람
remind /rɪˈmaɪnd/ *vt.* 깨우치다, 상기시키다
polite /pəˈlaɪt/ *a.* 례절이 바른, 공손한
flight /flaɪt/ *n.* 층층대; 비행
nervous /ˈnɜ:vəs/ *a.* 신경의, 신경질의, 흥분하기 쉬운
punch /pʌnʧ/ *v.* 주먹으로 치다, 찌르다

typewriter /ˈtaɪpˌraɪtə/ *n.* 타자기
finally /ˈfaɪnəli/ *ad.* 마지막에, 결국
brisk /brɪsk/ *a.* 활발한, 활기있는
schooling /ˈskʊlɪŋ/ *n.* 학교교육
firm /fɜ:m/ *n.* 회사, 상사, 상점
fire /ˈfaɪə/ *vt.* 《미 입말》 해고하다

Unit 10

reminiscence /ˌremɪˈnɪsns/ *n.* 회고록, 회상록, 회상
uneasy /ˌʌnˈi:zi/ *a.* 불안한, 마음이 놓이지 않는
strained /streɪnd/ *a.* 긴장된, 팽팽한, 긴박한
composed /kəmˈpəʊzd/ *a.* 침착한
briefly /ˈbri:fli/ *ad.* 간단히, 짧게
cautious /ˈkɔ:ʃəs/ *a.* 신중한, 조심성있는
caution /ˈkɔ:ʃən/ *vt.* 주의를 주다 *n.* 주의
overhear /ˌəʊvəˈhɪə/ *vt.* 엿듣다, 몰래 듣다
swap /swɒp/ *vt.* 교환하다, 바꾸다
surveillance /sɜ:ˈveɪləns/ *n.* 감시
tender /ˈtendə/ *a.* 유연한, 부드러운
gracious /ˈgreɪʃəs/ *a.* 우아한, 고상한, 인자한
will /wɪl/ *n.* 의지
intention /ɪnˈtenʃən/ *n.* 의향, 의지, 목적
dumb /dʌm/ *a.* 말못하는, 말이 나오지 않을 지경의
amazement /əˈmeɪzmənt/ *n.* 놀람, 대경실색
dispose /dɪsˈpəʊz/ *vt.* 처리하다
slip /slɪp/ *vi.* 빠지다, 슬며시 가다, 미끄러지다, 벗어나다
sleigh /sleɪ/ *n.* 썰매
comply /kəmˈplaɪ/ *vi.* (명령 등에) 따르다, 응하다
willingly /ˈwɪlɪŋli/ *ad.* 쾌히, 기쁘게; 선뜻
taskmaster /ˈtɑ:skˌmɑ:stə/ *n.* 일을 분공하는 사람, 공사감독
bid /bɪd/ *vt.* (인사 등을) 말하다
farewell /ˌfeəˈwel/ *n.* 작별인사
memorable /ˈmem(ə)rəbl/ *a.* 잊을수 없는, 기억해두어야 할
set out (려행을) 떠나다; 하기 시작하다
fortnight /ˈfɔ:tˌnaɪt/ *n.* 2주일간
gentle /ˈdʒentl/ *a.* 온순한, 친절한
character /ˈkærəktə/ *n.* 특성, 성격, 품성
stout-hearted /ˌstaʊtˈhɑ:tɪd/ *a.* 대담한, 용감한
strict /strɪkt/ *a.* 엄격한, 엄한
hard-hearted /ˈhɑ:dˈhɑ:tɪd/ *a.* 무정한, 랭혹한
bitterly /ˈbɪtəli/ *ad.* 몹시 심하게, 비통하게
parting /ˈpɑ:tɪŋ/ *n.* 리별, 서거
presence /ˈprezns/ *n.* 참석, 출석, 존재
uncle /ˈʌŋkl/ *n.* 삼촌, 아저씨
divorce /dɪˈvɔ:s/ *vt.* 리혼하다, 리혼시키다 *n.* 리혼
undergo /ˈʌndəˈgəʊ/ *vt.* (수술을) 하다, 겪다
treatment /ˈtri:tmənt/ *n.* 치료; 취급, 대우
wound /wu:nd/ *n.* 상처, 부상
token /ˈtəʊkən/ *n.* 상징, 표식
frown /fraʊn/ *vi.* 눈살을 찌프리다; 상을 찌그리다

fetch /fetʃ/ *vt.* 가서 가져오다

unreasonable /ˌʌnˈri:znəbl/ *a.* 도리에 맞지 않는, 부당한; 리성이 결여된

pine-needle /ˈpaɪnˈni:dl/ *n.* 솔잎

embarrass /ɪmˈbærəs/ *vi.* 당황하게 하다

gratitude /ˈgrætɪˌtju:d/ *n.* 사의, 감사

forthcoming /ˈfɔ:θkʌmɪŋ/ *a.* 곧 다가오는, 이번의

festival /ˈfestɪvəl/ *n.* 명절, 축전, 경축일

mean /mi:n/ *a.* 린색한, 비천한

philosophy /fɪˈlɒsəfi/ *n.* 철학

Unit 11

exalt /ɪgˈzɔ:lt/ *vt.* 높이다, 승급시키다, 의기양양하게 하다

brilliance /ˈbrɪljəns/ *n.* 빛남, 광명

achievement /əˈtʃi:vmənt/ *n.* 성과, 성취, 업적

immortal /ɪˈmɔ:tl/ *a.* 불멸의, 불후의

work /wɜ:k/ *n.* 로작, 저작

extract /ɪksˈtrækt/ *n.* 발취문

vanguard /ˈvængɑ:d/ *n.* 선봉대

successor /səkˈsesə/ *n.* 계승자, 후계자

moreover /ˌmɔ:ˈ(r)əʊvə/ *ad.* 더우기, 게다가

befit /bɪˈfɪt/ *vt.* …답다, 어울리다, 적합하다

struggle /ˈstrʌgl/ *n.* 투쟁 *vi.* 투쟁하다

zealously /ˈzeləsli/ *ad.* 열심히

strive /straɪv/ *vi.* 노력하다, 열심히 하다

redouble /ri:ˈdʌbl/ *vt.* 배가하다, 두곱으로 되게 하다

effort /ˈefət/ *n.* 노력, 분투

worthwhile /ˈwɜ:θˌwaɪl/ *a.* 가치가 있는, …한 보람이 있는

faithful /ˈfeɪθfəl/ *a.* 충실한, 성실한

filial /ˈfɪljəl/ *a.* 자식다운, 자식으로서의 filial piety 효성

unconditional /ˌʌnkənˈdɪʃənl/ *a.* 무조건적인

faithfulness /ˈfeɪθfəlnɪs/ *n.* 충실(성), 성실

acquire /əkˈwaɪə/ *vt.* 습득하다, 얻다, 획득하다

eternal /i:ˈtɜ:nl/ *a.* 영원한, 불후의

mankind /ˈmæ(:)nkaɪnd/ *n.* 인류

revere /rɪˈvɪə/ *vt.* 존경하다, 숭배하다

sacred /ˈseɪkrɪd/ *a.* 신성한, 거룩한

pioneer /ˌpaɪəˈnɪə/ *vt.* 개척하다, 선구자가 되다 *n.* 개척자, 선구자

blaze /bleɪz/ *vt.* 빛나게 하다, 선명하게 나타내다

trail /treɪl/ *n.* 길, 오솔길; 지나간 자국

consummation /ˌkɒnsəˈmeɪʃən/ *n.* 완성, 달성; 극치

ideology /ˌaɪdɪˈɒlədʒi/ *n.* (사회과학에서) 사상; 이데올로기

banner /ˈbænə/ *n.* 기치; 군기

era /ˈɪ(ə)rə/ *n.* 시대, 년대, 시기

cornerstone /ˈkɔ:nəˌstəʊn/ *n.* 기초, 토대, 초석

wealth /welθ/ *n.* 재산, 재부

eternally /i:ˈtɜ:nli/ *ad.* 영원히, 영원히 변함없이

inherit /ɪnˈherɪt/ *vt.* 계승하다

loyally /ˈlɔɪ(ə)li/ *ad.* 충성스럽게, 성실하게

moral /ˈmɒrəl/ *a.* 도덕의, 도덕상의
obligation /ˌɒblɪˈgeɪʃən/ *n.* 의무, 책임
communist /ˈkɒmjʊnɪst/ *n.* 공산주의자 *a.* 공산주의의
equip /ɪˈkwɪp/ *vt.* (학식을) 갖게 하다; 장비하다
Juche-oriented /ʤʊʧeɔ:rɪəntɪd/ *a.* 주체적인
outlook /ˈaʊtˌlʊk/ *n.* 견해, 견지
singleminded /ˈsɪŋglˈmaɪndɪd/ *a.* 일편단심의; 성실한
safeguard /ˈseɪfˌgɑ:d/ *vt.* 보호하다, 옹호하다
fundamental /ˌfʌndəˈmentl/ *a.* 기본적인, 근본적인; 기초의
guarantee /ˌgærənˈti:/ *n.* 보증, 담보
lifeline /ˈlaɪflaɪn/ *n.* 생명선
fulfil /fʊlˈfɪl/ *vt.* 실행하다, 수행하다, 실현하다
mission /ˈmɪʃən/ *n.* 사명, 임무
role /rəʊl/ *n.* 역할, 임무
carve /kɑ:v/ *vt.* (운명 등을) 개척하다
destiny /ˈdestɪni/ *n.* 운명, 숙명
thoroughgoing /ˈθʌrəgəʊɪŋ/ *a.* 철저한, 완전한
conviction /kənˈvɪkʃən/ *n.* 확신, 신념
entrust /ɪnˈtrʌst/ *vt.* 위임하다, 맡기다
indicate /ˈɪndɪˌkeɪt/ *vt.* 가리키다, 지적하다
rank /ræŋk/ *n.* 대렬, 줄
militant /ˈmɪlɪtənt/ *a.* 전투적인
spearhead /ˈspɪəˌhed/ *n.* 창끝; (공격의) 최전선, 앞장
van /væ(:)n/ *n.* 전위, 선두, 선봉
policy /ˈpɒləsi/ *n.* 정책
rally /ˈræli/ *vi.* 집합하다, 모이다

이 책은 제1중학교, 중학교 6학년학생들을 위한 영어교과서이다.

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4판

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